



The University of Melbourne

Submission to the Yoorrook Justice Commission

22 March 2024

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1. FIRST NATIONS STUDENTS

Question 1

Question 1: For the period 1 January 2018 to present, in relation to First Nations students enrolled at the University, provide an overview of:

a) Enrolment numbers (in EFTSL):

Table 1: EFTSL of Aboriginal and Torres Strait Islander students by course level from 2018 to 2023. Please note that values less than 10 have been adjusted to protect the privacy of Indigenous students.

	2018	2019	2020	2021	2022	2023
Graduate Research	32.19	36.58	35.59	38.41	36.37	39.00
Higher Degree Coursework	60.31	57.69	67.56	104.63	107.19	118.94
Non-Award	<10	<10	<10	<10	<10	<10
Other Postgraduate Degree	14.88	23.94	19.31	20.69	21.31	25.31
Undergraduate	152.50	187.19	191.31	208.50	175.69	161.56
Total	<270	<315	<320	<380	<345	<350

Table 2: Percentage of Aboriginal and Torres Strait Islander student EFTSL in the domestic student population by course level from 2018 to 2023.

	2018	2019	2020	2021	2022	2023
Graduate Research	1.51%	1.82%	1.91%	1.89%	1.79%	1.95%
Higher Degree Coursework	0.59%	0.57%	0.67%	0.96%	1.02%	1.23%
Non-Award	4.11%	2.93%	0.85%	1.96%	1.55%	0.54%
Other Postgraduate Degree	1.21%	1.90%	1.46%	1.37%	1.79%	2.37%
Undergraduate	0.88%	1.05%	1.08%	1.14%	1.02%	0.93%
Total	0.86%	0.99%	1.01%	1.14%	1.10%	1.14%

Table 3: Percentage of Aboriginal and Torres Strait Islander student EFTSL in the total (domestic & international) student population by course level.

	2018	2019	2020	2021	2022	2023
Graduate Research	0.92%	1.08%	1.13%	1.12%	0.99%	1.02%
Higher Degree Coursework	0.28%	0.26%	0.33%	0.50%	0.52%	0.54%
Non-Award	0.80%	0.52%	0.24%	1.63%	0.34%	0.08%
Other Postgraduate Degree	1.07%	1.60%	1.29%	1.26%	1.55%	2.03%
Undergraduate	0.58%	0.68%	0.72%	0.74%	0.65%	0.60%
Total	0.50%	0.56%	0.60%	0.69%	0.64%	0.63%

Table 4: Headcount of Aboriginal and Torres Strait Islander students by course level from 2018 to 2023. Please note that values less than 10 have been adjusted to protect the privacy of Indigenous students.

	2018	2019	2020	2021	2022	2023
Graduate Research	51	54	57	64	60	67
Higher Degree Coursework	91	84	105	153	151	172
Non-Award	23	19	<10	<10	<10	<10
Other Postgraduate Degree	50	73	59	73	66	94
Undergraduate	196	231	241	256	236	213
Total	397	445	<460	<550	<515	<540

Table 5: Percentage of Aboriginal and Torres Strait Islander student headcount in the domestic student population by course level from 2018 to 2023.

	2018	2019	2020	2021	2022	2023
Graduate Research	1.50%	1.65%	1.81%	1.94%	1.81%	2.08%
Higher Degree Coursework	0.60%	0.56%	0.68%	0.93%	0.94%	1.15%
Non-Award	2.77%	2.28%	0.66%	1.00%	1.06%	0.61%
Other Postgraduate Degree	1.44%	2.08%	1.59%	1.78%	1.94%	3.01%
Undergraduate	0.97%	1.11%	1.14%	1.18%	1.13%	1.01%
Total	0.93%	1.04%	1.05%	1.19%	1.16%	1.26%

Table 6: Percentage of Aboriginal and Torres Strait Islander student headcount in the total (domestic & international) student population by course level.

	2018	2019	2020	2021	2022	2023
Graduate Research	0.99%	1.06%	1.16%	1.23%	1.10%	1.20%
Higher Degree Coursework	0.32%	0.28%	0.36%	0.52%	0.51%	0.55%
Non-Award	0.94%	0.76%	0.31%	0.87%	0.41%	0.16%
Other Postgraduate Degree	1.28%	1.81%	1.43%	1.67%	1.71%	2.65%
Undergraduate	0.64%	0.73%	0.75%	0.77%	0.73%	0.66%
Total	0.57%	0.62%	0.64%	0.75%	0.71%	0.73%

b. Completion rates (and results);

Table 7: Headcount of Aboriginal and Torres Strait Islander student completions by course level. Please note that values less than 10 have been adjusted to protect the privacy of Indigenous students.

	2018	2019	2020	2021	2022	2023
Graduate Research	<10	<10	<10	<10	<10	<10
Higher Degree Coursework	26	32	17	39	47	46
Non-Award	25	19	16	<10	<10	<10
Other Postgraduate	21	52	41	29	71	60
Undergraduate	28	32	32	51	52	46
Total	<105	<140	<110	136	181	163

Table 8: Percentage of Aboriginal and Torres Strait Islander students in the completing domestic student population.

	2018	2019	2020	2021	2022	2023
Graduate Research	0.15%	0.66%	0.53%	1.81%	1.51%	0.97%
Higher Degree Coursework	0.53%	0.66%	0.39%	0.79%	0.96%	0.94%
Non-Award	1.68%	3.07%	1.90%	0.86%	1.10%	0.68%
Other Postgraduate	1.01%	2.74%	2.51%	1.34%	3.48%	3.43%
Undergraduate	0.50%	0.56%	0.56%	0.81%	0.93%	0.81%
Total	0.69%	1.02%	0.83%	0.91%	1.35%	1.19%

Table 9: Percentage of Aboriginal and Torres Strait Islander students in the total (domestic & international) completing student population.

	2018	2019	2020	2021	2022	2023
Graduate Research	0.10%	0.41%	0.33%	1.09%	0.95%	0.58%
Higher Degree Coursework	0.27%	0.31%	0.17%	0.37%	0.47%	0.45%
Non-Award	0.71%	0.91%	0.90%	0.74%	0.40%	0.24%
Other Postgraduate	0.77%	2.21%	2.02%	1.24%	2.89%	2.82%
Undergraduate	0.34%	0.38%	0.38%	0.55%	0.61%	0.51%
Total	0.40%	0.57%	0.48%	0.57%	0.79%	0.66%

Table 10: Percentage of students commencing in 2015, 2018 and 2020 who had successfully completed their degree by 31 December 2023 for Indigenous, non-Indigenous domestic and international students by course level.

	2015 Cohort	2018 Cohort	2020 Cohort
Graduate Research			
Indigenous	55.56%	50.00%	13.33%
Non-Indigenous Domestic	62.59%	51.63%	9.33%
International	78.87%	71.61%	7.05%
Higher Degree Coursework			
Indigenous	71.79%	69.57%	51.79%
Non-Indigenous Domestic	81.29%	82.07%	72.34%
International	91.06%	90.90%	88.76%
Non-Award			
Indigenous	100.00%	95.65%	100.00%
Non-Indigenous Domestic	95.38%	96.50%	97.61%
International	99.25%	99.09%	98.76%
Other Postgraduate			
Indigenous	80.00%	76.92%	85.42%
Non-Indigenous Domestic	73.91%	71.57%	65.71%
International	90.15%	94.63%	88.68%
Undergraduate			
Indigenous	52.63%	50.70%	43.37%
Non-Indigenous Domestic	81.77%	80.39%	69.50%
International	89.99%	87.11%	78.24%
Total			
Indigenous	65.99%	66.31%	54.81%
Non-Indigenous Domestic	80.48%	79.37%	69.17%
International	91.75%	90.25%	83.41%

including as a proportion of all students.

Question 2

Question 2: For the period 1 January 2018 to present, in relation to First Nations students enrolled at the University, provide a breakdown of demographics including:

a. Age;

Table 11: Average and standard deviation in the age of Aboriginal and Torres Strait Islander students by course level.

	2018		2019		2020		2021		2022		2023	
	Ave.	SD	Ave.	SD	Ave.	SD	Ave.	SD	Ave.	SD	Ave.	SD
Graduate Research	40.29	9.10	40.47	9.69	39.67	8.74	40.71	9.22	39.98	9.03	41.21	9.98
Higher Degree Coursework	33.59	10.85	32.61	9.78	32.57	9.48	32.63	9.72	32.40	10.15	32.27	9.83
Non-Award	33.38	12.58	33.60	11.32	31.17	16.44	32.33	15.34	22.71	3.35	32.25	2.63
Other Postgraduate Degree	41.90	11.56	39.77	10.87	39.17	10.39	39.59	12.23	39.19	10.59	39.73	10.28
Undergraduate	21.49	4.34	21.72	4.39	22.06	4.64	22.12	4.39	22.25	4.58	21.94	3.52
Total	29.72	11.76	29.23	11.17	28.71	10.51	29.59	11.09	29.30	10.67	30.52	11.06

b. Gender;

Table 12: Gender identity of Aboriginal and Torres Strait Islander students by course level. Please note that values less than 10 have been adjusted to protect the privacy of Indigenous students.

	2018	2019	2020	2021	2022	2023
Graduate Research						
Man or male	25	24	25	26	25	27
Woman or female	26	30	32	38	35	40
Graduate Research Total	51	54	57	64	60	67
Higher Degree Coursework						
[I/They] use a different term		<10	<10	<10	<10	<10
Man or male	31	36	44	65	64	61
Non-binary						<10
Prefer not to say						
Woman or female	60	47	60	87	86	108

	2018	2019	2020	2021	2022	2023
Higher Degree Coursework Total	91	<85	<110	<155	<155	<175
Non-Award						
Man or male	<10	<10	<10	<10	<10	<10
Woman or female	15	11	<10	<10	<10	<10
Non-Award Total	<25	<20	<10	<10	<10	<10
Other Postgraduate Degree						
Man or male	13	25	18	22	20	30
Non-binary						
Prefer not to say						<10
Woman or female	37	48	41	51	46	63
Other Postgraduate Degree Total	50	73	59	73	66	<95
Undergraduate						
[I/They] use a different term	<10	<10	<10	<10	<10	<10
Man or male	82	93	98	101	103	86
Non-binary		<10	<10	<10	<10	<10
Woman or female	113	136	141	153	129	123
Undergraduate Total	<200	231	241	256	236	213
Total						
[I/They] use a different term	<10	<10	<10	<10	<10	<10
Man or male	152	177	184	215	209	202
Non-binary		<10	<10	<10	<10	<10
Prefer not to say						<10
Woman or female	244	265	269	327	296	327
Total	<400	445	456	545	510	537

c. Whether Victorian-based prior to commencing study (i.e. whether they have travelled / moved from interstate to study at the University).

Table 13: Location of first known address of Aboriginal and Torres Strait Islander students by course level. Please note that values less than 10 have been adjusted to protect the privacy of Indigenous students.

	2018	2019	2020	2021	2022	2023
Graduate Research						
Victoria Metro	30	32	31	32	27	28
Victoria Inner Regional	<10	<10	<10	<10	<10	<10
Victoria Outer Regional	<10					
Interstate	15	17	21	26	29	34
Overseas				<10	<10	<10
Graduate Research Total	51	<55	<57	64	60	67
Higher Degree Coursework						
Victoria Metro	47	43	48	66	66	74
Victoria Inner Regional	<10	<10	<10	<10	10	13
Victoria Outer Regional	<10	<10	<10	<10	<10	<10
Interstate	32	29	46	76	73	83
Overseas	<10		<10	<10		
Unknown	<10	<10				
Higher Degree Coursework Total	91	84	105	153	151	172
Non-Award						
Victoria Metro	<10	10	<10	<10	<10	<10
Victoria Inner Regional	<10				<10	
Victoria Outer Regional						
Interstate	10	<10		<10	<10	<10
Overseas			<10	<10		
Non-Award Total	23	<20	<10	<10	<10	<10
Other Postgraduate Degree						
Victoria Metro	11	25	18	15	15	27
Victoria Inner Regional	<10	<10	<10	<10	<10	11
Victoria Outer Regional	<10					<10
Interstate	36	42	35	52	44	54
Other Postgraduate Degree Total	50	<75	<60	<75	<70	<95
Undergraduate						

	2018	2019	2020	2021	2022	2023
Victoria Metro	70	85	86	105	100	100
Victoria Inner Regional	26	34	43	46	40	34
Victoria Outer Regional	<10	<10	<10	<10	<10	<10
Interstate	91	105	106	100	89	73
Overseas						<10
Unknown						
Undergraduate Total	<200	<235	<245	<260	<240	213
Total						
Victoria Metro	163	186	180	221	208	229
Victoria Inner Regional	43	52	61	63	60	59
Victoria Outer Regional	13	11	<10	<10	<10	<10
Interstate	176	195	204	250	232	238
Overseas	<10		<10	<10	<10	<10
Unknown	<10	<10				
Total	397	<450	456	545	510	537

Question 3

Question 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.

Table 14: Headcount of Aboriginal and Torres Strait Islander students by course level and course type. Please note that values less than 10 have been adjusted to protect the privacy of Indigenous students.

	2018	2019	2020	2021	2022	2023
Graduate Research						
Higher Doctorate	<10					
Doctorate by research	38	45	48	57	54	60
Masters (Research)	13	10	<10	<10	<10	<10
Graduate Research Total	>50	54	<60	>65	<65	<70
Higher Degree Coursework						
Masters (Coursework)	91	83	104	152	151	171
Masters (Extended)		<10	<10	<10		<10
Higher Degree Coursework Total	91	84	105	153	151	172
Non-Award						
Cross Institutional program for postgraduate courses		<10				
Cross Institutional program for undergraduate courses				<10	<10	
Enabling course	<10	<10	<10	<10		<10
Non-award course	20	18	<10	<10	<10	<10
Non-Award Total	<25	19	<10	<10	<10	<10
Other Postgraduate Degree						
Graduate Certificate	43	62	48	62	58	85
Graduate Diploma / Postgraduate Diploma (pass or honours), non-cognate	<10	11	11	11	<10	<10
Other Postgraduate Degree Total	<55	73	59	73	<70	<95
Undergraduate						
Bachelors Honours	<10	<10	<10	10	<10	<10
Bachelors Pass	193	224	236	244	225	207
Associate degree	<10	<10				
Diploma (AQF) / Associate Diploma (pre-AQF)		<10	<10	<10	<10	<10
Undergraduate Total	196	231	241	<260	236	213
Total	397	445	456	545	510	537

Question 4

Question 4: For pre-degree, undergraduate and postgraduate courses in social work, nursing, medicine, law and education, describe:

a) The year that the University had its first First Nations graduate; and

First graduate of education 1959

First graduate of law 1987

First graduate of medicine 1983

First graduate of nursing 2002

First graduate of social work 1977

b) The number of First Nations graduates in 2023.

Table 15: Completions of Aboriginal and Torres Strait Islander students enrolled in education, law, medicine, nursing and social work degrees by course level. Please note that values less than 10 have been adjusted to protect the privacy of Indigenous students.

	2018	2019	2020	2021	2022	2023
Education						
GR		<10	<10	<10		<10
HDCW	<10	<10		<10	<10	<10
OPG	<10	14	<10	<10	<10	<10
Education Total	<10	20	<10	<10	<10	11
Law						
HDCW	<10	<10	<10	<10	<10	<10
OPG			<10			<10
Law Total	<10	<10	<10	<10	<10	<10
Medicine						
GR				<10	<10	<10
HDCW	<10	<10	<10	10	<10	<10
OPG	<10		12	<10	<10	<10
UG					<10	
Medicine Total	11	<10	<20	21	18	16
Nursing						
HDCW		<10	<10	<10	<10	<10

	2018	2019	2020	2021	2022	2023
OPG		<10	<10	<10	<10	<10
Nursing Total		<10	<10	<10	<10	<10
Social Work						
HDCW	<10	<10	<10	<10	<10	<10
OPG		<10	<10	<10		<10
Social Work Total	<10	10	<10	12	<10	12
Total	24	42	31	46	41	46

Question 5

Question 5: 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), including as a proportion of all students enrolled in that field of study:

We have mapped the field of study categories listed here onto the Australian Bureau of Statistics [Field of Education codes](#). For details of which field of education codes were used for each field of study category, see [HERE](#).

a. Agriculture and agritech (please note that values less than 10 have been adjusted to protect the privacy of Indigenous students).

	2018	2019	2020	2021	2022	2023
Agriculture and agritech						
Indigenous Students	<10	<10	<10	<10	<10	<10
As a proportion of Domestic Students	0.13%	0.26%	0.13%	0.24%	0.26%	0.43%
As a proportion of Domestic & International Students	0.09%	0.18%	0.09%	0.17%	0.19%	0.30%

b. Architecture, construction and planning (please note that values less than 10 have been adjusted to protect the privacy of Indigenous students).

	2018	2019	2020	2021	2022	2023
Architecture, construction and planning						
Indigenous Students	<10	<10	<10	<10	11	15
As a proportion of Domestic Students	0.57%	0.41%	0.47%	0.50%	0.58%	0.77%
As a proportion of Domestic & International Students	0.26%	0.19%	0.24%	0.26%	0.30%	0.41%

c. Business, management and entrepreneurship;

	2018	2019	2020	2021	2022	2023
Business, management and entrepreneurship						
Indigenous Students	17	23	23	30	29	40
As a proportion of Domestic Students	0.30%	0.40%	0.39%	0.51%	0.52%	0.71%
As a proportion of Domestic & International Students	0.15%	0.20%	0.20%	0.27%	0.26%	0.34%

d. Creative arts and design;

	2018	2019	2020	2021	2022	2023
Creative arts and design						
Indigenous Students	20	25	34	40	40	40
As a proportion of Domestic Students	0.97%	1.19%	1.61%	1.75%	1.87%	1.92%
As a proportion of Domestic & International Students	0.83%	0.99%	1.31%	1.46%	1.59%	1.59%

e. Engineering, automation and technology (please note that values less than 10 have been adjusted to protect the privacy of Indigenous students).

	2018	2019	2020	2021	2022	2023
Engineering, automation and technology						
Indigenous Students	<10	<10	<10	<10	<10	<10
As a proportion of Domestic Students	0.35%	0.37%	0.54%	0.79%	0.68%	0.95%
As a proportion of Domestic & International Students	0.12%	0.12%	0.19%	0.29%	0.25%	0.34%

f. Environmental sciences and sustainability (please note that values less than 10 have been adjusted to protect the privacy of Indigenous students).

	2018	2019	2020	2021	2022	2023
Environmental sciences and sustainability						
Indigenous Students	<10	<10	<10	<10	<10	<10
As a proportion of Domestic Students	0.82%	1.06%	0.66%	0.22%	0.58%	1.07%
As a proportion of Domestic & International Students	0.46%	0.65%	0.44%	0.16%	0.40%	0.71%

g. Health, medicine, psychology;

	2018	2019	2020	2021	2022	2023
Health, medicine, psychology						
Indigenous Students	48	61	69	81	79	96
As a proportion of Domestic Students	0.79%	0.99%	1.09%	1.18%	1.15%	1.42%
As a proportion of Domestic & International Students	0.65%	0.80%	0.89%	0.97%	0.94%	1.12%

h. Information technology and computing (please note that values less than 10 have been adjusted to protect the privacy of Indigenous students).

	2018	2019	2020	2021	2022	2023
Information technology and computing						
Indigenous Students	<10	<10	<10	<10	<10	<10
As a proportion of Domestic Students	0.26%	0.49%	0.18%	0.15%	0.16%	0.35%
As a proportion of Domestic & International Students	0.04%	0.08%	0.04%	0.04%	0.04%	0.07%

i. Law and paralegal studies (please note that values less than 10 have been adjusted to protect the privacy of Indigenous students).

	2018	2019	2020	2021	2022	2023
Law and paralegal studies						
Indigenous Students	<10	11	19	33	35	35
As a proportion of Domestic Students	0.44%	0.55%	0.92%	1.55%	1.62%	1.74%
As a proportion of Domestic & International Students	0.37%	0.44%	0.75%	1.29%	1.30%	1.17%

j. Media and communications (please note that values less than 10 have been adjusted to protect the privacy of Indigenous students).

	2018	2019	2020	2021	2022	2023
Media and communications						
Indigenous Students	<10	<10	<10	<10	10	<10
As a proportion of Domestic Students	0.68%	0.88%	1.08%	1.34%	1.84%	1.01%
As a proportion of Domestic & International Students	0.35%	0.41%	0.53%	0.74%	0.93%	0.33%

k. Personal care and fitness;

Not offered at the University of Melbourne

l. Sciences and mathematics;

	2018	2019	2020	2021	2022	2023
Sciences and mathematics						
Indigenous Students	58	67	83	83	77	69
As a proportion of Domestic Students	0.63%	0.71%	0.86%	0.82%	0.78%	0.69%
As a proportion of Domestic & International Students	0.43%	0.47%	0.55%	0.53%	0.50%	0.45%

m. Society, culture and humanities;

	2018	2019	2020	2021	2022	2023
Society, culture and humanities						
Indigenous Students	172	189	183	209	187	193
As a proportion of Domestic Students	2.40%	2.57%	2.43%	2.74%	2.58%	2.74%
As a proportion of Domestic & International Students	1.82%	1.89%	1.78%	1.99%	1.82%	1.86%

n. Teacher education and training;

	2018	2019	2020	2021	2022	2023
Teacher education and training						
Indigenous Students	33	32	23	26	23	32
As a proportion of Domestic Students	0.97%	0.98%	0.80%	0.81%	0.78%	1.26%
As a proportion of Domestic & International Students	0.85%	0.82%	0.64%	0.62%	0.56%	0.82%

- o. Travel, tourism and hospitality; and

Not offered at the University of Melbourne

- p. Veterinary medicine (please note that values less than 10 have been adjusted to protect the privacy of Indigenous students).

	2018	2019	2020	2021	2022	2023
Veterinary medicine						
Indigenous Students	<10	<10	<10	<10	<10	<10
As a proportion of Domestic Students	0.43%	0.63%	0.62%	1.23%	0.63%	0.92%
As a proportion of Domestic & International Students	0.29%	0.44%	0.42%	0.81%	0.40%	0.54%

Question 6

Question 6: 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].

Access Melbourne

Access Melbourne is the University's special entry access scheme. It offers students from disadvantaged backgrounds entry to the undergraduate course of their choice, even if their ATAR is below the Clearly-in ATAR. Indigenous Australians are a priority group under the Access Melbourne scheme. Through Access Melbourne, the University now guarantees entry to Indigenous students who meet prerequisites and achieve the following ATARs (or notional ATARs):

- 50.00: Arts (Extended)
- 55.00: Science (Extended)
- 70.00: Design and Arts
- 75.00: Science
- 83.00: Commerce
- 85.00: Biomedicine

Additionally, every Indigenous student that accepted an offer for an undergraduate degree at the University of Melbourne in 2023 was considered for a Melbourne Access Scholarship valued at \$5,000 per year for the standard duration of their undergraduate scholarship.

From 2024, all Indigenous students who meet the Access Melbourne entry requirements and apply for the VTAC Special Entry Access Scheme will receive a [Narrm Scholarship](#). The Narrm Scholarship provides a living allowance of \$6,500 per year for four years paid in half-yearly instalments of \$3,250. Narrm Scholarship recipients will also be provided with a one-off relocation allowance of \$3,000 if they are moving to the University from a regional or remote area of Australia. All Narrm Scholars have also access to the Narrm Scholarship Enrichment Offering, an exclusive program to support students to transition to and succeed at university.

Extended Bachelors Degree Programs:

For many years, the University of Melbourne has offered two undergraduate pathway programs specifically designed for Indigenous students, the Bachelor of Arts Extended (B-ARTSEXT) and Bachelor of Science Extended (B-SCIEXT). These are four-year degrees that include a year of bridging subjects to provide a strong foundation for success in later study.

As of 2023, the Bachelor of Arts Extended has been discontinued due to a decline in numbers, coinciding with an increased participation of Indigenous students in mainstream Bachelor of Arts.

PhD Familiarisation Facilitated through The Melbourne Poche Centre for Indigenous Health:

The [Indigenous PhD Familiarisation Program](#) is aimed at supporting Indigenous students who are considering applying for and undertaking a PhD. Participants in these programs engage and network with Indigenous academics and current PhD students and work on research ideas as a cohort and with prospective supervisors.

MDHS Indigenous Graduate Pathways:

The Faculty of Medicine, Dentistry and Health Sciences gives priority access to Aboriginal and Torres Strait Islander students at the University of Melbourne under the [Indigenous Graduate Pathways](#). In 2023, a total of 16 students enrolled in the Doctor of Medicine.

Indigenous Alternative Entry Pathway Juris Doctor:

Melbourne Law school offers an [alternative entry pathway for Indigenous applicants](#) to the Juris Doctor Program. The Selection Committee will consider the applicant's academic performance in their tertiary studies, and the interview. The interview is intended to provide a face-to-face opportunity for Indigenous applicants to speak to their professional and personal experiences and their reasons for applying to the MLS JD Program.

MURRA Indigenous Business Program:

Offered by the Melbourne Business School since 2012, the [program](#) attracts Indigenous entrepreneurs and professionals from around Australia and provides them with the tools to grow their own businesses and develop economic opportunities for their communities.

Atlantic Fellows for Social Equity:

Established in 2016 at the University, the [Atlantic Fellows for Social Equity](#) is an Indigenous-led, lifelong, collaborative fellowship program that seeks to harness Indigenous knowledge and ingenuity to create positive social change. Throughout the yearlong fellowship, the program provides the tools, resources, and connections for fellows, most of whom are Indigenous, to become deeply engaged changemakers across the Pacific region.

Professional Certificate in Indigenous Research and the Graduate Certificate in Indigenous Research and Leadership:

292 Indigenous graduate research students and Early Career Researchers from across Australia have participated in [The Professional Certificate in Indigenous Research and the Graduate Certificate in Indigenous Research and Leadership](#) since 2010.

The programs have been instrumental in producing future Indigenous academic leaders with eight current Pro Vice-Chancellor Indigenous/Deputy Vice-Chancellor Indigenous graduates of the Programs. A further 15 graduates currently hold Associate Dean (Indigenous) and other senior professorial roles.

With the conclusion of philanthropic funding and lack of ongoing institutional funding, the University of Melbourne, together with Western Sydney University and the University of Queensland is seeking Government support. The Programs are a proven model to support the development of an Indigenous academic workforce and Government investment would align with Accord priorities and demonstrate its commitment to delivering tangible outcomes for Indigenous Higher Education.

The University is currently seeking Government investment to secure the future of the programs. Following positive discussions with Minister Clare's office, a full business case was submitted on 15th March 2024.

Diploma in General Studies:

The [Diploma in General Studies](#) (DiGS) provides an introduction to a range of Melbourne bachelors degrees. It supports students in their transition to university or employment and provides a pathway into a University of Melbourne bachelors degree. Students who successfully complete the DiGS and are also eligible for the Access Melbourne scheme (see above) are guaranteed entry into agriculture, biomedicine, commerce, design or science. Located at the University's Dookie Campus in the Goulburn Valley, the DiGS is designed to increase access for Indigenous and regional and remote students.

Dungala Kaiela Research Fellows Program:

The [Dungala Kaiela Research Fellows Program](#) provides a pathway for emerging Indigenous researchers and leaders living in the Goulburn Valley and working in health to undertake a PhD through the Faculty of Medicine, Dentistry and Health Sciences. Dungala Kaiela Fellows are supported to undertake their graduate research in the Goulburn Valley with a Research Fellow Level A salary with a three-year contract. Dungala Kaiela Fellows can apply for a further three-year Indigenous Post-doctoral Fellowship paid at a Research Fellow Level B salary upon completion of their PhD.

PhD in Indigenous Knowledge Degree Program:

In 2023, the Indigenous Knowledge Institute launched a new [PhD course in Indigenous Knowledge](#) – the first of its kind in Australia – that offers a unique opportunity for Indigenous knowledge holders to engage in vital research and foster new collaborations. The course has been designed to explicitly recognise Indigenous knowledge as its own interdisciplinary subject area.

Indigenous Graduate Research Scholarship Guarantee:

In 2015, the Research Higher Degrees Committee adopted new eligibility guidelines that guaranteed all Indigenous students offered a place in a graduate research program a Research Training Program scholarship (formerly Australian Postgraduate Award) or another stipend of equal value. A Research Training Program Scholarship provides full fee offset for up to two years for students undertaking a Masters by Research degree or up to four years for students undertaking a doctoral degree. In addition, it provides a living allowance of \$37,000 per year pro rata (2024 full-time study rate) for up to two years for students undertaking a Masters by Research degree or up to 3.5 years for students undertaking a doctoral degree. A relocation grant of \$2,000 for graduate research students moving to the University from outside Victoria.

The Wilin Centre for Indigenous Arts and Cultural Development

Established in 2002 within the University's Faculty of Fine Arts and Music, The Wilin Centre for Indigenous Arts and Cultural Development (Wilin) has worked with Aboriginal and Torres Strait Islander communities to identify, recruit and support potential and practicing Indigenous artists to study and refine their academic and artistic skills. Details regarding Wilin community engagement, Indigenous student support and the Research Unit for Indigenous Arts and Cultures are found on the [Wilin website](#). For the Faculty's research higher degree programs in Indigenous Arts and Cultures, Wilin has worked with prospective candidates to identify eligibility based on professional experience. While this is a feature of all programs, it has functioned well to support entry pathways for First Nations students with community-and culture-based experience and expertise.

Question 7

Question 7: 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:

- a. Total number of students who completed the pre-degree courses; and
- b. Rate of entry of those students into undergraduate degree courses (*please note that values less than 10 have been adjusted to protect the privacy of Indigenous students*).

	2018	2019	2020	2021	2022	2023	Total
Commencements in an Enabling Course	21	17	<10	<10	<10	<10	53
Completions of an Enabling Course	21	17	<10	<10	<10	<10	53
Progression to Degree Course After Completing an Enabling Course	<10	<10	<10	<10	<10	0	16
% of Completions Progressing							30.19%

Question 8

Question 8: For the period 1 January 2018 to present, provide an explanation of key First Nations-specific modes of:

a. Course delivery; or

Course delivery varies across Faculties and also within the departments and schools in the faculties. For example, all pre-service teachers enrolled in Master of Teaching courses in the Faculty of Education undertake First Nations in Education as a core subject (please see response to Question 21). Other examples include the Indigenous Forum with the Faculty of Medicine, Dentistry and Health Sciences and the Indigenous Law and Justice Hub (ILJH). Other First Nations specific modes are presented in specific subjects such as *Law and Indigenous Peoples* (please see response to Question 21).

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.

Many different forms of student support are offered by the University including financial aid through Indigenous specific scholarships, such as those offered from the Faculty of Medicine, Dentistry and Health Sciences, Melbourne Law School and the Faculty of Engineering and Information Technology, as well as fee remission. Other forms of support include student-facilitated study sessions in the Melbourne Law School, the Faculty of Science's Indigenous Science Support & Advocacy group. Support for future students is also offered via Melbourne Indigenous STEM Education Program ([MISEP](#)) and revision of pre-requisites to the Bachelor of Oral Health to encourage increasing numbers of Indigenous studies who wish to undertake this course.

Please find additional faculty-level information [HERE](#).

Question 9

Question 9: 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:

a. When and how conducted;

Surveys in relation to First Nation students and their engagement and support have been conducted by several areas at the University. Some were conducted annually others were completed within 2018 to the present. Some were conducted online, others involved face to face participation or via telephone.

b. Numbers of participants;

For most surveys conducted, the number of participants was not specified. However, for those areas that included this information, the number varied from twelve to eighty students.

c. Key themes in feedback; and

Key themes included negative and racist experiences at the University, cultural safety concerns, desire to see Indigenous people reflected in the University's leadership as well as positive experiences for students enrolled in the Professional Certificate of Indigenous Research and Graduate Certificate of Indigenous Research courses.

d. Any actions taken by the University in response.

Some areas reported that actions arising from surveys were still being implemented. Measures include reducing the time commitment to studies to permit students to allow more engagement with other Indigenous students, and the appointment of an Indigenous Engagement Coordinator. The positive feedback received regarding the Professional Certificate of Indigenous Research and Graduate Certificate of Indigenous Research courses has led to discussions with the Federal Government for funding to continue the programs. Following a meeting in March 2023 a business case has been submitted.

Please find additional faculty-level information [HERE](#).

Question 10

Question 10: 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:

a. Number of complaints received

Overall, less than 20 complaints have been formally lodged, however some areas reported that students were reluctant to escalate complaints due to fear of the complaint not remaining confidential and possible ramifications affecting the result in that subject.

b. How the complaints were managed; and

All allegations of racism made against students are covered in policy by the provisions of the Vice-Chancellor Regulation [Part 6, Section 25 - Student general misconduct]. In practice, the [Student Conduct Policy](#) covers the procedural principles of the student discipline process as it would be applied in response to allegations of racism against students. All allegations of racism are considered by the Academic Registrar, who will determine if the allegation should be investigated. Investigations are conducted by the Discipline Committee and the student must be informed of the outcome and process for appeal.

The [Appropriate Workplace Behaviour Policy](#) provides for circumstances where allegations are made against staff and a process to follow to resolve the complaint. Complainants can seek to have their complaint dealt with formally or informally. Any formal complaints will be assessed by the University and all parties involved in the complaint will be informed of relevant decisions, requests, progress and outcomes of the matter.

Formal complaints lodged were managed by senior staff such as the Dean, Deputy Dean or Associate Dean, Indigenous.

c. The outcome of the complaints.

Outcomes in response to the complaints varied and were not necessarily stated by some areas. The Faculty of Fine Arts and Music, for example, responded to a complaint about the lack of Indigenous representation by establishing of the Wilin Centre for Indigenous Arts and Culture (please see more detail regarding the Wilin Centre in response to Question 6). Another area provided ongoing support to students including counselling sessions as well as the organisation of a forum between students and staff to foster discussion. In other situations, there were discussions involving all students enrolled in the subject, guidelines regarding consent for discussions as well as formal meetings with students.

2. *STAFF*

Question 11

Question 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;

Table 16: FTE of Aboriginal and Torres Strait Islander Staff by Academic and Professional staff classification (does NOT include casual staff).

	31-Mar-18	31-Mar-19	31-Mar-20	31-Mar-21	31-Mar-22	31-Mar-23	31-Jan-24
Academic	27.50	36.60	42.30	39.80	51.93	69.02	71.35
Professional	87.00	96.00	90.10	75.43	81.76	83.60	115.70
Total	114.50	132.60	132.40	115.23	133.69	152.62	187.05

Table 17: Headcount of Aboriginal and Torres Strait Islander Staff by Academic and Professional staff classification (includes casual staff).

	31-Mar-2018	31-Mar-2019	31-Mar-2020	31-Mar-2021	31-Mar-2022	31-Mar-2023	31-Jan-2024
Academic	54	64	68	69	88	111	107
Professional	96	107	107	90	97	102	132
Total	146	168	174	155	180	209	239

including (in each case) as a percentage of all staff.

Table 18: Percentage of Aboriginal and Torres Strait Islander staff FTE in total staff FTE by Academic and Professional staff classifications (does NOT include casual staff).

	31-Mar-18	31-Mar-19	31-Mar-20	31-Mar-21	31-Mar-22	31-Mar-23	31-Jan-24
Academic	0.75%	0.96%	1.05%	1.01%	1.24%	1.53%	1.53%
Professional	2.23%	2.39%	2.08%	1.87%	1.94%	1.85%	2.29%
Total	1.51%	1.69%	1.58%	1.45%	1.59%	1.69%	1.93%

Table 19: Percentage of Aboriginal and Torres Strait Islander staff in the total staff population by Academic and Professional staff classifications (includes casual staff).

	31-Mar-2018	31-Mar-2019	31-Mar-2020	31-Mar-2021	31-Mar-2022	31-Mar-2023	31-Jan-2024
Academic	0.53%	0.61%	0.62%	0.68%	0.82%	0.98%	1.22%
Professional	1.61%	1.72%	1.63%	1.63%	1.62%	1.63%	2.00%
Total	0.92%	1.02%	1.01%	1.01%	1.09%	1.20%	1.57%

Question 12

Question 12: 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.:

- a. Permanent;
- b. Contract; or
- c. Casual;

	31-Mar-2018	31-Mar-2019	31-Mar-2020	31-Mar-2021	31-Mar-2022	31-Mar-2023	31-Jan-2024
Continuing	56	60	67	72	79	95	128
Fixed Term	72	86	85	63	79	91	91
Casual	21	22	22	20	22	23	20
Total	146	168	174	155	180	209	239

including (in each case) as compared to all staff.

	31-Mar-2018	31-Mar-2019	31-Mar-2020	31-Mar-2021	31-Mar-2022	31-Mar-2023	31-Jan-2024
Continuing	1.20%	1.25%	1.30%	1.31%	1.33%	1.55%	1.72%
Fixed Term	1.82%	2.11%	1.98%	1.77%	2.12%	2.13%	2.50%
Casual	0.28%	0.28%	0.27%	0.30%	0.31%	0.32%	0.47%
Total	0.92%	1.02%	1.01%	1.01%	1.09%	1.20%	1.57%

Question 13

Question 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.

Please note that values less than 10 have been adjusted to protect the privacy of Indigenous staff.

Faculty	Headcount	% of all Staff
Architecture, Building and Planning	<10	1.00%
Arts	21	2.30%
Chancellery	38	3.22%
Chief Operating Officer	46	1.44%
Engineering and IT	<10	0.50%
Fine Arts and Music	12	2.15%
Business and Economics	12	1.69%
Medicine, Dentistry and Health Sciences	73	1.47%
Education	<10	1.20%
Melbourne Law School	<10	1.08%
Melbourne University Publishing	0	0.00%
Science	20	1.13%
Total	239	1.57%

Question 14

Question 14: 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:

- As a percentage of the total number of academic staff employed in that field of study; and
- An indication of whether they are employed to undertake research only or teaching and research.

This is a tricky question to answer as an academic may conduct research across more than one of the fields of study listed. For instance, an academic interested in how plants respond to environmental stresses may also conduct research on crop plants and be classified in the fields of environmental science and agriculture, respectively. Therefore, we have looked at the data in two ways. Firstly, we broke the data down by academics actively publishing research in a given field of study each year using the Australian Bureau of Statistics [Field of Research codes](#) assigned to their research and mapping those codes onto the categories in paragraph 5 ([see here](#)). The data are presented as a distinct count, which means academics publishing in more than one field will be counted once in each field that they publish in. Secondly, we have broken the data down by the faculties and schools that academics are employed in, which doesn't map neatly onto the categories in paragraph 5, but it provides information on academic staff who aren't actively publishing research.

Table 20: Headcount of Aboriginal and Torres Strait Islander academics publishing research within each field of study and the percentage of Aboriginal and Torres Strait Islander academics among all staff publishing in that field. Note that there were very few research-only Aboriginal and Torres Strait Islander staff identified in the publications data and therefore that information is not presented here. Please note that values less than 10 have been adjusted to protect the privacy of Indigenous staff.

	2018	2019	2020	2021	2022	2023
Agriculture and agritech						
Teaching & Research (Headcount)	<10	<10	<10	<10	<10	
Teaching & Research (% of all academic staff)	0.49%	0.42%	0.83%	0.35%	1.74%	
Architecture, construction and planning						
Teaching & Research (Headcount)	<10		<10	<10	<10	
Teaching & Research (% of all academic staff)	0.28%	0.00%	0.31%	0.69%	0.93%	
Business, management and entrepreneurship						
Teaching & Research (Headcount)	<10	<10	<10	<10	<10	<10
Teaching & Research (% of all academic staff)	0.42%	0.39%	1.20%	0.74%	0.21%	0.74%

	2018	2019	2020	2021	2022	2023
Creative arts and design						
Teaching & Research (Headcount)	<10	<10	<10	<10	<10	<10
Teaching & Research (% of all academic staff)	0.20%	0.38%	1.53%	0.34%	0.53%	0.85%
Engineering, automation and technology						
Teaching & Research (Headcount)	<10		<10	<10	<10	<10
Teaching & Research (% of all academic staff)	0.09%	0.00%	0.09%	0.27%	0.24%	0.33%
Environmental sciences and sustainability						
Teaching & Research (Headcount)	<10	<10	<10	<10	<10	<10
Teaching & Research (% of all academic staff)	0.85%	1.09%	1.67%	1.09%	1.21%	1.54%
Health, medicine, psychology						
Teaching & Research (Headcount)	30	27	29	37	26	23
Teaching & Research (% of all academic staff)	0.55%	0.47%	0.52%	0.76%	0.67%	1.01%
Information technology and computing						
Teaching & Research (Headcount)	<10	<10	<10		<10	
Teaching & Research (% of all academic staff)	0.19%	0.33%	0.19%	0.00%	0.46%	0.00%
Law and paralegal studies						
Teaching & Research (Headcount)		<10	<10	<10		<10
Teaching & Research (% of all academic staff)		0.58%	0.64%	0.34%	0.00%	1.56%
Media and communications						
Teaching & Research (Headcount)	<10	<10				
Teaching & Research (% of all academic staff)	2.56%	1.05%	0.00%	0.00%	0.00%	0.00%
Sciences and mathematics						
Teaching & Research (Headcount)	<10	<10	<10	11	<10	<10
Teaching & Research (% of all academic staff)	0.75%	0.32%	0.24%	0.62%	0.19%	0.60%
Society, culture and humanities						
Teaching & Research (Headcount)	37	38	41	36	24	14
Teaching & Research (% of all academic staff)	3.24%	3.05%	3.09%	3.38%	3.11%	3.20%
Teacher education and training						
Teaching & Research (Headcount)	<10	<10	10	<10	<10	<10
Teaching & Research (% of all academic staff)	1.49%	1.40%	2.85%	0.82%	1.55%	1.19%

	2018	2019	2020	2021	2022	2023
Veterinary medicine						
Teaching & Research (Headcount)		<10			<10	
Teaching & Research (% of all academic staff)	0.00%	0.42%	0.00%	0.00%	0.80%	0.00%

Table 21: Headcount of Aboriginal and Torres Strait Islander academics employed within faculties and administrative divisions at the University of Melbourne. Please note that values less than 10 have been adjusted to protect the privacy of Indigenous staff. Also note that the Faculty of Agriculture and Veterinary Science became a school in the Faculty of Science in December 2022.

	31-Mar-2018	31-Mar-2019	31-Mar-2020	31-Mar-2021	31-Mar-2022	31-Mar-2023	31-Jan-2024
Architecture, Building and Planning							
Research Only	<10		<10	<10	<10	<10	<10
Teaching Only	<10	<10	<10	<10	<10		
Teaching and Research							
Academic Specialist							
Architecture, Building and Planning Total	<10	<10	<10	<10	<10	<10	<10
Arts							
Research Only	<10	<10	<10	<10	<10	<10	<10
Teaching Only			<10	<10	<10	<10	<10
Teaching and Research	<10	<10	<10	<10	<10	<10	<10
Academic Specialist	<10	<10	<10	<10	<10	<10	<10
Arts Total	<10	<10	11	13	13	19	13
Chancellery							
Research Only		<10					
Teaching Only							
Teaching and Research				<10	<10	<10	<10
Academic Specialist			<10	<10	<10	<10	
Chancellery Total		<10	<10	<10	<10	<10	<10
Engineering and IT							
Research Only			<10	<10	<10	<10	<10

	31-Mar-2018	31-Mar-2019	31-Mar-2020	31-Mar-2021	31-Mar-2022	31-Mar-2023	31-Jan-2024
Teaching Only							
Teaching and Research							
Academic Specialist		<10	<10	<10	<10		
Engineering and IT Total		<10	<10	<10	<10	<10	<10
Fine Arts and Music							
Research Only	<10	<10					
Teaching Only						<10	<10
Teaching and Research	<10	<10	<10	<10	<10	<10	<10
Academic Specialist			<10	<10	<10	<10	<10
Fine Arts and Music Total	<10	<10	<10	<10	<10	<10	<10
Business and Economics							
Research Only							
Teaching Only							
Teaching and Research	<10	<10	<10	<10	<10	<10	<10
Academic Specialist							
Business and Economics Total	<10	<10	<10	<10	<10	<10	<10
Medicine, Dentistry and Health Sciences							
Research Only	<10	11	13	<10	12	18	15
Teaching Only	<10	<10	<10	<10	<10	<10	<10
Teaching and Research	<10	<10	<10	<10	<10	<10	<10
Academic Specialist	<10	<10	<10	<10	<10	<10	<10
Medicine, Dentistry and Health Sciences Total	21	25	27	25	31	40	33
Education							
Research Only	<10			<10	<10	<10	<10
Teaching Only	<10				<10	<10	
Teaching and Research	<10	<10	<10			<10	<10
Academic Specialist							
Education Total	<10	<10	<10	<10	<10	<10	<10
Melbourne Law School							
Research Only						<10	

	31-Mar-2018	31-Mar-2019	31-Mar-2020	31-Mar-2021	31-Mar-2022	31-Mar-2023	31-Jan-2024
Teaching Only						<10	
Teaching and Research					<10		
Academic Specialist		<10	<10	<10		<10	<10
Melbourne Law School Total		<10	<10	<10	<10	<10	<10
Science							
Research Only	<10	<10	<10	<10	<10	<10	<10
Teaching Only				<10	<10	<10	<10
Teaching and Research	<10	<10	<10	<10	<10	<10	<10
Academic Specialist						<10	<10
Science Total	<10	<10	<10	<10	<10	12	11
Veterinary and Agricultural Science							
Research Only	<10						
Teaching Only							
Teaching and Research	<10						
Academic Specialist							
Veterinary and Agricultural Science Total	<10						

Table 22: Percentage of all academic staff who employed within faculties and administrative divisions at the University of Melbourne who are Aboriginal and Torres Strait Islanders. Please note that the Faculty of Agriculture and Veterinary Science became a school in the Faculty of Science in December 2022.

	31-Mar-2018	31-Mar-2019	31-Mar-2020	31-Mar-2021	31-Mar-2022	31-Mar-2023	31-Jan-2024
Architecture, Building and Planning							
Research Only	2.33%	0.00%	10.71%	3.03%	13.79%	5.13%	5.56%
Teaching Only	14.29%	9.09%	6.25%	3.70%	3.57%	0.00%	0.00%
Teaching and Research	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Academic Specialist	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Architecture, Building and Planning Total	1.50%	0.75%	2.90%	1.34%	3.42%	1.27%	1.23%
Arts							
Research Only	2.90%	7.35%	5.88%	7.14%	6.33%	9.21%	5.63%

	31-Mar-2018	31-Mar-2019	31-Mar-2020	31-Mar-2021	31-Mar-2022	31-Mar-2023	31-Jan-2024
Teaching Only	0.00%	0.00%	2.44%	0.93%	0.89%	1.28%	1.63%
Teaching and Research	0.41%	0.80%	1.95%	2.41%	2.39%	2.87%	1.61%
Academic Specialist	8.33%	9.09%	8.33%	12.50%	8.33%	9.52%	6.45%
Arts Total	1.15%	2.21%	2.93%	3.02%	2.88%	3.18%	2.21%
Chancellery							
Research Only	0.00%	9.09%	0.00%	0.00%	0.00%	0.00%	0.00%
Teaching Only							
Teaching and Research	0.00%	0.00%	0.00%	50.00%	25.00%	16.67%	16.67%
Academic Specialist	0.00%	0.00%	4.55%	4.17%	3.57%	3.23%	0.00%
Chancellery Total	0.00%	5.56%	3.33%	6.67%	5.00%	3.85%	2.22%
Engineering and IT							
Research Only	0.00%	0.00%	0.43%	0.40%	0.42%	0.37%	0.37%
Teaching Only	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Teaching and Research	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Academic Specialist	0.00%	3.13%	2.86%	2.63%	3.45%	0.00%	0.00%
Engineering and IT Total	0.00%	0.23%	0.40%	0.39%	0.40%	0.18%	0.18%
Fine Arts and Music							
Research Only	5.88%	5.56%	0.00%	0.00%	0.00%	0.00%	0.00%
Teaching Only	0.00%	0.00%	0.00%	0.00%	0.00%	4.17%	3.33%
Teaching and Research	1.59%	2.94%	2.50%	2.58%	2.08%	4.38%	4.44%
Academic Specialist	0.00%	0.00%	33.33%	33.33%	25.00%	50.00%	50.00%
Fine Arts and Music Total	1.80%	2.76%	2.46%	2.59%	2.15%	4.57%	4.31%
Business and Economics							
Research Only	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Teaching Only	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Teaching and Research	0.53%	0.51%	0.50%	0.55%	1.65%	1.74%	1.09%
Academic Specialist	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Business and Economics Total	0.36%	0.34%	0.33%	0.36%	1.03%	0.86%	0.57%
Medicine, Dentistry and Health Sciences							
Research Only	0.97%	1.10%	1.20%	0.81%	1.03%	1.42%	1.12%

	31-Mar-2018	31-Mar-2019	31-Mar-2020	31-Mar-2021	31-Mar-2022	31-Mar-2023	31-Jan-2024
Teaching Only	2.28%	2.79%	2.52%	2.43%	2.38%	2.41%	1.69%
Teaching and Research	1.38%	1.39%	1.34%	1.70%	1.80%	1.34%	1.34%
Academic Specialist	1.82%	1.17%	1.03%	1.92%	3.03%	3.42%	2.68%
Medicine, Dentistry and Health Sciences Total	1.26%	1.41%	1.41%	1.28%	1.55%	1.78%	1.37%
Education							
Research Only	3.51%	0.00%	0.00%	4.55%	1.85%	3.28%	3.08%
Teaching Only	1.45%	0.00%	0.00%	0.00%	1.49%	0.98%	0.00%
Teaching and Research	2.04%	1.04%	1.02%	0.00%	0.00%	0.98%	0.98%
Academic Specialist	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Education Total	1.76%	0.53%	0.53%	1.13%	0.93%	1.42%	1.03%
Melbourne Law School							
Research Only	0.00%	0.00%	0.00%	0.00%	0.00%	2.33%	0.00%
Teaching Only	0.00%	0.00%	0.00%	0.00%	0.00%	2.00%	0.00%
Teaching and Research	0.00%	0.00%	0.00%	0.00%	1.04%	0.00%	0.00%
Academic Specialist		50.00%	50.00%	33.33%	0.00%	10.00%	25.00%
Melbourne Law School Total	0.00%	0.65%	0.67%	0.72%	0.69%	1.50%	0.58%
Science							
Research Only	0.30%	1.25%	1.34%	1.97%	1.57%	1.90%	1.69%
Teaching Only	0.00%	0.00%	0.00%	1.85%	1.45%	1.56%	1.74%
Teaching and Research	0.51%	0.45%	0.44%	0.45%	0.49%	0.63%	0.92%
Academic Specialist	0.00%	0.00%	0.00%	0.00%	0.00%	1.64%	1.45%
Science Total	0.32%	0.78%	0.78%	1.12%	0.94%	1.31%	1.20%
Veterinary and Agricultural Science							
Research Only	1.59%	0.00%	0.00%	0.00%	0.00%		
Teaching Only	0.00%	0.00%	0.00%	0.00%	0.00%		
Teaching and Research	1.00%	0.00%	0.00%	0.00%	0.00%		
Academic Specialist	0.00%	0.00%	0.00%	0.00%	0.00%		
Veterinary and Agricultural Science Total	0.81%	0.00%	0.00%	0.00%	0.00%		

Question 15

Question 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).

The University is committed to fostering an environment where the relationship between Aboriginal and Torres Strait Islander peoples and their fellow Australians is characterised by deep mutual respect, building positive change throughout our nation. Our aspirations for excellence in Indigenous higher education and research requires the University to make a number of commitments to enhancing cultural safety, including to:

- Ensure that our campuses are places where Indigenous peoples feel culturally safe and are treated with dignity and respect.
- Truly engage with, and learn from, Aboriginal and Torres Strait Islander people, communities and organisations.
- Embed Indigenous cultures and knowledges in the University's research, teaching and learning, and engagement activities.
- Demonstrate an understanding of, and deep respect for, the traditions, heritage, knowledges and perspectives of the many nations and language groups that make up Indigenous Australia.
- Reflect Indigenous cultural heritage in the University's physical environment.

The University demonstrates this commitment to cultural safety through a variety of mechanisms, including formal training programs, professional development opportunities, events, embedding it into major projects and increasing the prominence of Indigenous knowledge, culture, and values in the curricula.

Development of a University-wide Indigenous Cultural Education Program is a [Signature Project](#) in the *Murmuk Djerring* strategy which will support the University's anti-racism commitment. It is currently under development with the program for Indigenous staff due for implementation in the first half of 2024.

Formal Cultural Safety Training

The University of Melbourne requires all staff to participate in and complete training to promote a culturally safe, diverse and inclusive workplace. The training familiarises staff with the standards and expectations for the behaviour required to create a culturally safe working environment. The training covers a variety of topics including University policies, as well as relevant state and federal equal opportunity legislation. Staff must refresh this training every two years.

The need for a University-wide, compulsory Indigenous Cultural Education Program has been identified as a University priority and the development of such incorporated in the University's [Murmuk Djerring Indigenous Strategy 2023 – 2027](#). The University is well advanced in the development of the Program, which is a

multi-year program that will equip our non-Indigenous staff with the skills and confidence to participate effectively in shaping an inclusive, respectful and connected University community. The overarching aim of the program is to ensure that the University of Melbourne is a culturally safe, welcoming and respectful learning and working environment for Indigenous students, staff and partners and for the wider Aboriginal and Torres Strait Islander community. The Program will commence with an Indigenous staff program to be piloted in 2024.

Since the University's previous Indigenous Cultural Awareness Training concluded, faculties have been accessing training through a range of external providers and internal cross-cultural training offered by the Wilin Centre for Indigenous Arts and Cultural Development. The Wilin Centre training offers a unique focus on Indigenous Cultural Literacies through creative and cultural practices. The workshop engages participants through practices of teaching creative ways of understanding, knowledge transfer, and Indigenous ways of knowing and being and doing. The learning outcomes for each of the workshops highlight cultural awareness and literacies, working with respect and responsibility with others and self, and gaining knowledge of local Indigenous cultural and creative practices. An estimated 80 to 90 staff and students from across the University participate in the cross-cultural workshops annually. Data on the numbers of staff participating in training offered by external providers is not available.

As part of the Diversity and Inclusion Strategy 2030, an anti-racism action plan is being developed in consultation with the University community members with lived experience and University subject matter experts. The action plan will be developed under the auspices of the Diversity and Inclusion Subcommittee, one of four subcommittees to University Executive. The Diversity & Inclusion Sub-Committee includes the Deputy Vice-Chancellor (Indigenous) within its membership.

Professional Development Opportunities that Promote Cultural Safety

The University has partnered with Jawun to create the [Jawun Development Program](#) as a professional development opportunity. Jawun is a not-for-profit organisation aimed at building the capacity of Indigenous people and communities, and promoting self-reliance, entrepreneurial activity and business planning. Jawun means 'friend' or 'family', an honour given to the organisation by the Kuku Yalanji people of Mossman Gorge in Queensland's Cape York.

The Jawun Development Program, a Signature Project of the University's Reconciliation Action Plan April 2018 – December 2022, places talented University staff into Indigenous organisations to work on initiatives that:

- Build the capacity of, and support for, Indigenous individuals and organisations to achieve their goals.
- Assist Indigenous people to access mainstream economic and educational opportunities.
- Provide opportunities for non-Indigenous secondees to strengthen their cultural competence.
- Support Indigenous people to bring about health and social reform.

Since the University started participating in the Jawun Development Program in 2017, 45 staff have gone on secondment and 22 senior staff have participated in executive visits. In 2024, a further 12 staff will go on secondment and it is intended that there will be 4 executive visits.

As part of the University of Melbourne's partnership development and relationship building with the Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation, the University has also co-created a bespoke secondment program with the Wurundjeri Corporation modelled on the Jawun secondment program, which does not operate in Melbourne. The University is also exploring what other professional development opportunities that can be offered to staff that support our commitment to creating a culturally safe and welcoming environment for Aboriginal and Torres Strait Islander peoples.

Events

The University also seeks to promote cultural awareness and safety through our extensive calendar of Indigenous events, which include:

- Wominjeka
- Lighting the Wilin
- National Reconciliation Week
- NAIDOC Week
- Dungala Kaiela Oration
- Narrm Oration
- Lin Onus Oration
- Public lectures
- Indigenous Knowledge Institute Symposia

Upcoming Indigenous events are advertised on the homepage our [Reconciliation website](#) and a variety of other communication channels, including on the University homepage, staff news email and through the Melbourne Reconciliation Network.

Embedding Cultural Safety into our Built and Natural Environment

The University recognises the significance to Aboriginal and Torres Strait Islander peoples of a continuous connection to Country and culture that dates back millennia. Recognition of the value and contribution of Indigenous cultures is also critical to fostering understanding and respect between Aboriginal and Torres Strait Islander peoples and their fellow Australians. With a deep connection to the physical places on which our campuses are located, the University commits to improving the lived experience of our Indigenous students, staff and partners by cocreating projects with them in the built and natural environment of our campuses, and by promoting cultural awareness and recognition of cultural heritage.

The University is embedding this commitment into our built and natural environment by putting Indigenous cultural awareness at their heart, such as through major projects such as [Place and Indigenous Cultural Recognition](#) and [Place for Indigenous Art and Culture](#) Signature Projects in Murmur Djerring, and the recently completed [Student Precinct Project](#) that was a Signature Project in our Reconciliation Action Plan April 2018 – December 2022.

In June 2023, the University established the *Places Naming Advisory Group* to develop principles for the future naming of places across the University of Melbourne's campuses in preparation for a strategic review of building names. The need for naming principles has emerged in the context of discussions on

Indigenous cultural recognition, appropriate acknowledgement of notable women and others who represent the diversity of the University community, and examples of anachronistic use of subject names for buildings.

Informed by a review of approaches to naming and renaming university buildings across the world, the University's historical context and alignment with the University's strategic intentions, the Places Naming Advisory Group has developed draft principles to guide the future naming of University buildings, and is now consulting on these proposed changes.

The University has a strong desire to reflect and acknowledge Indigenous peoples and their enduring connection to the lands we work and learn on. This has been a central consideration of the Places Naming Advisory Group, which includes Indigenous representation and subject matter experts, throughout its deliberations. Meaningful recognition of Indigenous peoples, Country, their cultural heritage and historic experiences can be achieved in many different ways. Maintaining flexibility in the naming principles and embedding contextualisation of all buildings names across the campus provides opportunities to recognise Indigenous peoples, their cultural heritage and the difficult conversations about the University's past in unique and meaningful ways across campus.

As part of the Place and Indigenous Cultural Recognition Signature Project, the University is developing an Indigenous Engagement Framework and an Indigenous Design Framework that will ensure that identified capital works are tailored to their particular location and context and that there are appropriate principles and protocols for implementation. In November 2020, the University launched the [Ngargee Indigenous Design Guidelines](#) for the Fishermans Bend campus, which were co-designed jointly with representatives of the Boon Wurrung Foundation, the Wurundjeri Woi-wurrung Cultural Heritage Aboriginal Corporation and the Bunurong Land Council Aboriginal Corporation. This document has been a valuable resource for the design team in the development of the schematic design for the Stage 1 campus.

Indigenous Knowledge Institute

The [Indigenous Knowledge Institute](#) plays a key role in ensuring cultural safety in the University's research activities. The Institute aims to advance research and education in Indigenous knowledge systems and is one of five current [Melbourne Interdisciplinary Research Institutes](#). These institutes aim to promote research linkages and collaboration across the University and to play a lead role in articulating University research to external audiences. The Indigenous Knowledge Institute will build on the research and education activities already underway at the University, to become a global leader in Indigenous knowledge research and education.

Drawing on the University's existing strengths and partnerships, the Institute will become a global hub for world-leading research and engagement. The Institute will:

- Document and support the maintenance of Indigenous knowledge in alignment with the priorities of its Indigenous owners
- Elevate Indigenous knowledge systems and holders within the academy and beyond, and support the development of Indigenous research leaders
- Support and promote interdisciplinary research and engagement with Indigenous knowledge in partnership with Indigenous stakeholders
- Address global and local challenges, translate research, shape policy, and achieve practical outcomes that bring mutual benefits for all stakeholders
- Develop the next generation of Indigenous research leaders.

Melbourne Reconciliation Network

The Melbourne Reconciliation Network (MRN) was created as a forum for University of Melbourne staff to share information and ideas on practical reconciliation and help make our working environment a culturally safe space for Aboriginal and Torres Strait islander staff and students. Membership to the MRN is currently open to University of Melbourne staff and plans are underway to extend membership to University of Melbourne students in the near future.

The MRN is an opportunity for the University's academic and professional staff to connect and share information about Aboriginal and Torres Strait Islander issues, programs, events, activities and research. The Network allows staff to positively contribute to improving relationships between Indigenous and non-Indigenous people amongst the broader University community. The MRN's Committee membership sees equal representation of Indigenous and non-Indigenous staff members. There are currently over 300 staff involved in the MRN.

Truth-Telling Project

A University truth-telling project commenced in January 2021. The Project's first major output – the first volume of a book documenting the University's relationship with Indigenous Australians dating back to 1853 is published by Melbourne University Press in 2024 – includes approximately 80 contributors and totals more than 300,000 words. The first Volume will be launched on 28 May 2024 during National Reconciliation Week and was submitted to the Yoorrook Justice Commission on 6 February. The second Volume is due to be launched in the latter half of 2024.

In November 2019, the University hosted a Research Colloquium on Place and Indigenous Cultural Recognition aimed at promoting a “critical and scholarly engagement” with the University's institutional history, including its colonial and eugenics history, and its relationships with Indigenous Australians more broadly. A primary outcome of the Colloquium was acknowledgment that the University's histories are contested and there is a need to authentically, transparently and formally acknowledge its institutional and colonial history, its complicity with respect to eugenics and scientific racism, and establish overarching mechanisms to ensure and appropriately reflect Indigenous culture and heritage within the University's built and natural environments.

Billibellary's Walk

[Billibellary's Walk](#) is a cultural interpretation of the landscape that provides an experience of connection to Country which Wurundjeri people continue to have, both physically and spiritually. Named after the clan head of the Wurundjeri people at the time of colonisation, the walk invites participants to imagine the built environment of the University as it was before 1853 and provides insight into the lives and culture of the Wurundjeri people who walked the land for tens of thousands of years before British settlement. The walk can be completed guided or self-guided.

Question 16

Question 16: 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:

- a. When and how conducted;
- b. Numbers of participants;
- c. Key themes in feedback; and
- d. Any actions taken by the University in response.

Three areas at the University have conducted specific surveys in relation to First Nations staff. One area has used ABSTARR Consulting to conduct an internal review with respect to Cultural Safety, with outcomes to be presented later in 2024.

One faculty conducted a survey of thirteen indigenous academics, with less than 10¹ responding. Another conducted a survey regarding induction, development, working environment and general experiences for Indigenous members of staff.

Key themes included career development/progression, study/work balance, and supervision and workplace support.

Actions taken by the University or respective areas ranged from Indigenous-identified roles being advertised, Indigenous staff invited to promotion panels to view how this process works to fixed term contracts for Indigenous staff being converted to continuing positions.

For additional faculty-level information, please see [HERE](#).

Question 17

Question 17: 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:

- a. Number of complaints received;

The University has received less than 20 formal complaints from First Nations Staff. Some areas received more while other Faculties reported that no formal complaints have been recorded for that time period.

¹ Figures have been adjusted to protect the privacy of Indigenous staff

b. How the complaints were managed; and

All allegations of racism made against students are covered in policy by the provisions of the Vice-Chancellor Regulation [Part 6, Section 25 - Student general misconduct]. In practice, the [Student Conduct Policy](#) covers the procedural principles of the student discipline process as it would be applied in response to allegations of racism against students. All allegations of racism are considered by the Academic Registrar, who will determine if the allegation should be investigated. Investigations are conducted by the Discipline Committee and the student must be informed of the outcome and process for appeal.

The [Appropriate Workplace Behaviour Policy](#) provides for circumstances where allegations are made against staff and a process to follow to resolve the complaint. Complainants can seek to have their complaint dealt with formally or informally. Any formal complaints will be assessed by the University and all parties involved in the complaint will be informed of relevant decisions, requests, progress and outcomes of the matter.

Management of the complaints varied. In some cases, cultural awareness training run by external consultants, workplace reviews as well as discussion and advice regarding the University's policies were advised to all staff. Information provided for the submission indicates that senior staff of the respective Faculty were involved in the resolution.

c. The outcome of the complaints.

Not all outcomes were detailed, however some described included plans for cultural awareness training, written apologies, mentoring of staff and alternations to work arrangements.

3. RESEARCH

Question 18

Question 18: 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:

- a. How developed (including any input obtained from First Nations staff, students, or stakeholders);
- b. Key activities undertaken; and
- c. Outcomes recorded.

Prior to, and during, the period defined in this question, the University has developed and implemented/is implementing research strategies and initiatives that directly focus on, or encompass, matters of priority and impact to First Nations people, Indigenous researchers and/or the field of Indigenous Knowledge.

Examples of these purposeful, iterative, and interlinked strategic frameworks – situated at different levels of the research portfolio at the University as relevant to their strategic function – are listed below:

Institutional-level strategic research frameworks and initiatives	Reconciliation Action Plan 2018-2022 (RAP 3) Indigenous Hallmark Research Initiative 2016-2019 Indigenous Internationalisation Plan 2020-2024 (IIP) Indigenous Knowledge Institute 2020-ongoing Indigenous Research Framework 2023-2027 (IRF)
Faculty-level strategic frameworks and initiatives covering Indigenous research/researchers	Divisional Indigenous Development Plans 2019-2022 and 2023-2026

The Research Unit for Indigenous Arts and Cultures (RUIAC) is an initiative of the Wilin Centre and FFAM. The [RUIAC strategic objectives](#) were developed through collaborative meetings with First Nations colleagues and collaborators within and linked to Wilin in 2017, leading to the launch of the unit in 2017.

Key activities included the following:

- Supporting the recruitment and success of First Nations and Global First Nations students in research higher degree programs in FFAM
- Additional supervision, mentoring, workshops and reading/writing groups
- Hosted and convened three Symposiums on Indigenous Arts and Cultures in the Academy in 2018, 2019, and 2020 (online)
- Organising digital content management system workshops, the Lin Onus Oration, and the Indigenous Mapping Workshop.
- Research activities associated with numerous ARC grants and a McKenzie Postdoctoral Fellowship.

RUIAC has supported several First Nations graduate completions and led to numerous peer-reviewed publications on areas of research as well as the approach to centering Indigenous knowledges in the academy.

An Industry experience Pathway has been built into both Master of Fine Arts and PhD in Entry requirements:

<https://study.unimelb.edu.au/find/courses/graduate/master-of-fine-arts/entry-requirements/>

At least five years of documented relevant work experience related to the stream to which entry is sought and demonstrating outstanding artistic ability, together with evidence of ability in academic writing and research or scholarship appropriate for postgraduate study;

<https://study.unimelb.edu.au/find/courses/graduate/doctor-of-philosophy-fine-arts-and-music/entry-requirements/>

Question 19

Question 19: 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).

The University's [Selection and Admissions Policy](#) is that *"An indigenous Australian who is not otherwise selected must be admitted if the selection committee decides that the applicant is likely to succeed in the proposed course of study"*.

The University runs PhD Familiarisation programs, particularly the [Melbourne Poche Indigenous PhD Familiarisation Program \(unimelb.edu.au\)](#). Prospective PhD candidates come to Melbourne for a fully funded 3-day workshop, which includes specialised learning on preparing a PhD application, research skills and grant writing. The Poche program is tailored for Aboriginal and Torres Strait Islander health practitioners, students and early career researchers. A recent [review of the Program published in the Australian Educational Researcher](#) shows it has been successful in recruiting 23% of participants into a PhD at the University and another 30% into a PhD elsewhere in Australia.

A similar, fully funded 3-day PhD Familiarisation program was held for Humanities and social science researchers in 2018 and in 2019. Discussions are underway for another event this year.

The Wilin Centre for Indigenous Arts and Cultural Development, [supports prospective candidates](#) with advice on the application process and assistance in preparing for auditions, interviews and portfolio preparation.

Prospective applicants may also be offered assistance by an Academic Shepherd, a senior academic who mentors the applicant in preparing their research proposal and application.

Candidates who commence a research higher degree may enroll in the [Professional Certificate in Indigenous Research](#), to help them build their research capacity in a supportive learning environment.

Question 20

Question 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.

The University allocates significant research funding to research on Traditional Owner priorities conducted by Indigenous and non-Indigenous researchers. This funding includes strategic funds (the University's discretionary funds) allocated to support new initiatives such as the Indigenous Knowledge Institute (IKI), established in 2020, the Anti-Racism Hallmark Initiative, established in 2022 and the Dilin Duwa Centre for Indigenous Business Leadership Melbourne Indigenous Business Leadership Centre, established in 2021. All such funding decisions are taken in close consultation with the Indigenous Leadership of the University who invariably consult with Traditional Owners (including the University's Traditional Owners Advisory Group). Many of the longer-term initiatives include an Indigenous Advisory group in their governance structure.

In addition, the University supports researchers to pursue external funding opportunities through competitive grants schemes, philanthropy, and direct sponsorship. The University provides direct cash support to these projects as well as the considerable administrative and capability-building support required to successfully secure these opportunities. Some examples of this type of funding include the Atlantic Fellows for Social Equity (\$77M external funding + \$15M University contribution) and ARC/NHMRC Fellowship and Project funding. Traditional Owners of the lands on which projects are undertaken are consulted and engaged in project development and conduct, supported by the University's research development, ethics, and integrity shared services. Research undertakings are required to meet various external and internal policies that set standards for research partnership and participation of Indigenous communities and persons, such as: the AIATSIS Code of Ethics for Aboriginal and Torres Strait Islander Research 2020, and the University's Intellectual Property policy, which enshrines international Indigenous Cultural and Intellectual Property principles and the University of Melbourne's [Charter for Research with Indigenous Knowledge Holders](#).

Different reporting requirements apply to different types of funding depending on funder requirements. For initiatives funded from University strategic funds, there is a regular review and reporting process through to the University Executive and, in some cases, University Council. For externally funded initiatives, the funder will have specific reporting requirements. For research projects involving the participation of Aboriginal and Torres Strait Islander people and partner organisations, researchers applying for ethics approval are required, under the AIATSIS Code of Ethics for Aboriginal and Torres Strait Islander Research, to provide the University's human ethics research committees with a proposal of appropriate mechanisms for honest and transparent reporting to all parties on the progress and outcomes of

the research project. The reporting should be 'in a form that is appropriate, useful and informative' to Indigenous partners and contributors, covering ethical and integrity aspects of the research project.

For additional information provided by the Faculty of Fine Arts and Music, please see [HERE](#).

4. CURRICULUM

Question 21

Question 21: For the period 1 January 2018 to present, provide an explanation of any First Nations-specific units included within the University's courses on, including copies of unit outlines, and an explanation of whether the relevant units are compulsory for students in the relevant courses.

The University of Melbourne does not offer units for studies in Police or Ambulance. For other areas, please find details below (hyperlinks for the unit codes are to the respective Handbook page for unit outlines):

a. Social Work;

Year offered	Unit code	Unit Title	Core in course
2018	SCWK90063	Social Work Practice: Indigenous Peoples	Core in Master of Social Work
2019	SCWK90063	Social Work Practice: Indigenous Peoples	Core in Master of Social Work
2021	SCWK90063	Social Work Practice: Indigenous Peoples	Core in Master of Social Work
2022	SCWK90066	Social Work Theory and Practice	Core in Master of Social Work
2023	SCWK90066	Social Work Theory and Practice	Core in Master of Social Work

b. Nursing;

Year offered	Unit code	Unit Title	Core in course
2019	NURS90131	Clients with Acute and Chronic Illness	Core in Master of Nursing Science
2020	NURS90131	Clients with Acute and Chronic Illness	Core in Master of Nursing Science
2021	NURS90131	Clients with Acute and Chronic Illness	Core in Master of Nursing Science
2022	NURS90131	Clients with Acute and Chronic Illness	Core in Master of Nursing Science
2023	NURS90131	Clients with Acute and Chronic Illness	Core in Master of Nursing Science
2019	NURS90053	Clients with Complex Health States	Core in Master of Nursing Science
2020	NURS90053	Clients with Complex Health States	Core in Master of Nursing Science
2021	NURS90053	Clients with Complex Health States	Core in Master of Nursing Science
2022	NURS90053	Clients with Complex Health States	Core in Master of Nursing Science
2022	NURS90053	Clients with Complex Health States	Core in Master of Nursing Science
2023	NURS90053	Clients with Complex Health States	Core in Master of Nursing Science

b. Medicine;

Medicine

Year offered	Unit code	Unit Title	Core in course
2020	MEDS90031	Foundations for Clinical Practice	Core in Doctor of Medicine
2021	MEDS90031	Foundations for Clinical Practice	Core in Doctor of Medicine
2022	MEDS90031	Foundations for Clinical Practice	Core in Doctor of Medicine
2023	MEDS90031	Foundations for Clinical Practice	Core in Doctor of Medicine

The Wurru Wurru Health Unit has created two new Discovery Subject modules: On Country 4 Health on Yorta Yorta country and Rainbow Mob (LGBTIQASB+ First Nations) Health in partnership with VACCHO. Discovery Subjects connect students to their discipline outside the classroom by exposing them to big ideas and showing them how their degree can address real-world problems.

c. Law;

Year offered	Unit code	Unit Title	Core in course
2023	LAWS90257	Access to Justice on Country	Elective in Juris Doctor
2018	LAWS90127	Comparative Indigenous Rights	Elective in Graduate Diploma in Energy and Resources Law & Master of Energy and Resources Law
2019	LAWS90127	Comparative Indigenous Rights	Elective in: Graduate Diploma in Government Law Master of Construction Law Master of Intellectual Property Law Graduate Diploma in International Law Master of Laws Master of Commercial Law Master of Health and Medical Law Master of Public and International Law Master of Banking and Financial Services La Master of Law and Development Graduate Diploma in Energy and Resources Law Graduate Diploma in Environmental Law Graduate Diploma in Law Graduate Diploma in Legal Studies Master of Energy and Resources Law Master of Environmental Law
2020	LAWS90127	Comparative Indigenous Rights	Elective in: Graduate Diploma in Government Law Graduate Diploma in International Law Master of Banking and Financial Services Law Master of Commercial Law Master of Construction Law Master of Health and Medical Law Master of Intellectual Property Law Master of Law and Development Master of Laws (Coursework and Minor Thesis) Master of Laws (Coursework) Master of Public and International Law
2021	LAWS90127	Comparative Indigenous Rights	Elective in: Graduate Diploma in Government Law Master of Construction Law

Year offered	Unit code	Unit Title	Core in course
			Master of Intellectual Property Law Graduate Diploma in International Law Master of Laws, Master of Commercial Law Master of Health and Medical Law Master of Public and International Law Master of Banking and Financial Services Law Master of Law and Development Graduate Diploma in Energy and Resources Law Graduate Diploma in Environmental Law Graduate Diploma in Law Graduate Diploma in Legal Studies Master of Energy and Resources Law Master of Environmental Law
2022	LAWS90127	Comparative Indigenous Rights	Elective in: Graduate Diploma in Government Law Graduate Diploma in Human Rights Law Graduate Diploma in International Law Master of Banking and Financial Services Law Master of Commercial Law Master of Construction Law Master of Environment Master of Environment Master of Health and Medical Law Master of Intellectual Property Law Master of International Tax Master of Law and Development Master of Laws (Coursework and Minor Thesis) Master of Laws (Coursework) Master of Public and International Law Master of Tax
2023	LAWS90127	Comparative Indigenous Rights	Elective in: Graduate Diploma in Government Law Graduate Diploma in Human Rights Law Graduate Diploma in International Law Master of Banking and Financial Services Law Master of Commercial Law Master of Construction Law

Year offered	Unit code	Unit Title	Core in course
			Master of Environment Master of Environment Master of Health and Medical Law Master of Intellectual Property Law Master of International Tax Master of Law and Development Master of Laws (Coursework and Minor Thesis) Master of Laws (Coursework) Master of Public and International Law Master of Tax
2022	LAWS90243	Future Lawyer	Elective in Juris Doctor
2023	LAWS90243	Future Lawyer	Elective in Juris Doctor
2019	LAWS70452	Human Rights and Climate Change	Elective in: Graduate Diploma in Government Law Graduate Diploma in Human Rights Law Graduate Diploma in International Law Master of Banking and Financial Services Law Master of Commercial Law Master of Construction Law Master of Environment Master of Environment Master of Health and Medical Law Master of Intellectual Property Law Master of International Tax Master of Law and Development Master of Laws (Coursework and Minor Thesis) Master of Laws (Coursework) Master of Public and International Law Master of Tax
2022	LAWS70452	Human Rights and Climate Change	Elective in: Graduate Diploma in Government Law Graduate Diploma in Human Rights Law Graduate Diploma in International Law Master of Banking and Financial Services Law Master of Commercial Law Master of Construction Law Master of Environment

Year offered	Unit code	Unit Title	Core in course
			Master of Environment Master of Health and Medical Law Master of Intellectual Property Law Master of International Tax Master of Law and Development Master of Laws (Coursework and Minor Thesis) Master of Laws (Coursework) Master of Public and International Law Master of Tax
2023	LAWS70452	Human Rights and Climate Change	Elective in: Graduate Diploma in Government Law Graduate Diploma in Human Rights Law Graduate Diploma in International Law Master of Banking and Financial Services Law Master of Commercial Law Master of Construction Law Master of Environment Master of Environment Master of Health and Medical Law Master of Intellectual Property Law Master of International Tax Master of Law and Development Master of Laws (Coursework and Minor Thesis) Master of Laws (Coursework) Master of Public and International Law Master of Tax
2020	LAWS50049	Human Rights Law and Practice	Elective in Juris Doctor
2021	LAWS50049	Human Rights Law and Practice	Elective in Juris Doctor
2022	LAWS50049	Human Rights Law and Practice	Elective in Juris Doctor
2023	LAWS50049	Human Rights Law and Practice	Elective in Juris Doctor
2022	LAWS90214	Indigenous Law in Aotearoa and Australia	Elective in Juris Doctor
2021	LAWS90209	Indigenous Legal Advocacy Clinic	Elective in Juris Doctor
2022	LAWS90209	Indigenous Legal Advocacy Clinic	Elective in Juris Doctor
2023	LAWS90209	Indigenous Legal Advocacy Clinic	Elective in Juris Doctor

Year offered	Unit code	Unit Title	Core in course
2018	LAWS90008	Law and Indigenous Peoples	Elective in Juris Doctor
2023	LAWS90008	Law and Indigenous Peoples	Elective in Juris Doctor
2020	LAWS90191	Treaty: Indigenous-settler Agreements	Elective in Juris Doctor
2021	LAWS90191	Treaty: Indigenous-settler Agreements	Elective in Juris Doctor
2022	LAWS90191	Treaty: Indigenous-settler Agreements	Elective in Juris Doctor
2018	LAWS70185	Water Law & Natural Resources Management	Elective in Master of Energy and Resources Law, Master of Environment, Master of Environmental Law
2019	LAWS70185	Water Law & Natural Resources Management	Elective in Master of Energy and Resources Law, Master of Environment, Master of Environmental Law
2020	LAWS70185	Water Law & Natural Resources Management	Elective in Master of Energy and Resources Law, Master of Environment, Master of Environmental Law
2022	LAWS70185	Water Law & Natural Resources Management	Elective in Master of Energy and Resources Law, Master of Environment, Master of Environmental Law

d. Police;

Not offered at the University of Melbourne

e. Ambulance;

Not offered at the University of Melbourne

f. Education:

Year offered	Unit code	Unit Title	Core in course
2018	EDUC90425	Australian Indigenous Education	Not core; elective for other courses
2019	EDUC90425	Australian Indigenous Education	Not core; elective for other courses
2020	EDUC90425	Australian Indigenous Education	Not core; elective for other courses
2021	EDUC90425	Australian Indigenous Education	Not core; elective for other courses

Year offered	Unit code	Unit Title	Core in course
2022	EDUC90425	Australian Indigenous Education	Not core; elective for other courses
2020	EDUC20082	Indigenous Education in Community	Not core; elective for other courses
2018	EDUC10060	Introduction to Indigenous Education	Not core; elective for other courses
2019	EDUC10060	Introduction to Indigenous Education	Not core; elective for other courses
2020	EDUC10060	Introduction to Indigenous Education	Not core; elective for other courses
2021	EDUC10060	Introduction to Indigenous Education	Not core; elective for other courses
2022	EDUC10060	Introduction to Indigenous Education	Not core; elective for other courses
2023	EDUC10060	Introduction to Indigenous Education	Not core; elective for other courses

i. Early Years;

Year offered	Unit code	Unit Title	Core in course
2022	EDUC91053	Diversity and Inclusion	Master of Teaching (Early Childhood)
2023	EDUC91053	Diversity and Inclusion	Master of Teaching (Early Childhood)
2022	EDUC91047	First Nations in Education	Master of Teaching (Early Childhood and Primary)
2023	EDUC91047	First Nations in Education	Master of Teaching (Early Childhood and Primary)

ii. Primary; and

Year offered	Unit code	Unit Title	Core in course
2022	EDUC91047	First Nations in Education	Master of Teaching (Primary)
2023	EDUC91047	First Nations in Education	Master of Teaching (Primary)
2018	EDUC90919	Place Based Elective (Indigenous)	Elective in Master of Teaching (Primary)
2019	EDUC90919	Place Based Elective (Indigenous)	Elective in Master of Teaching (Primary)
2022	EDUC90919	Place Based Elective (Indigenous)	Elective in Master of Teaching (Primary)

iii. Secondary,

Year offered	Unit code	Unit Title	Core in course
2022	EDUC91047	First Nations in Education	Elective in Master of Teaching (Secondary)
2023	EDUC91047	First Nations in Education	Elective in Master of Teaching (Secondary)
2018	EDUC90919	Place Based Elective (Indigenous)	Elective in Master of Teaching (Secondary)
2019	EDUC90919	Place Based Elective (Indigenous)	Elective in Master of Teaching (Secondary)
2022	EDUC90919	Place Based Elective (Indigenous)	Elective in Master of Teaching (Secondary)

5. *LEADERSHIP*

Question 22

Question 22: For the period 1 January 2018 to present, provide an explanation of the highest position First Nations leadership position within the University:

a. Name(s);

Professor Barry Judd, Deputy Vice-Chancellor (Indigenous) June 2023 to present.

Professor Barry Judd, Pro Vice-Chancellor (Indigenous) January 2022 to June 2023.

Professor Marcia Langton, Associate Provost March 2017 to present.

Tiriki Onus, Pro Vice-Chancellor (Indigenous) March 2024.

Shaun Ewen, Pro Vice-Chancellor (Place and Indigenous) July 2021 to December 2021.

Shaun Ewen, Pro Vice-Chancellor (Indigenous) May 2017 to July 2021.

b. Level,

including in reference to an Organisational Chart.

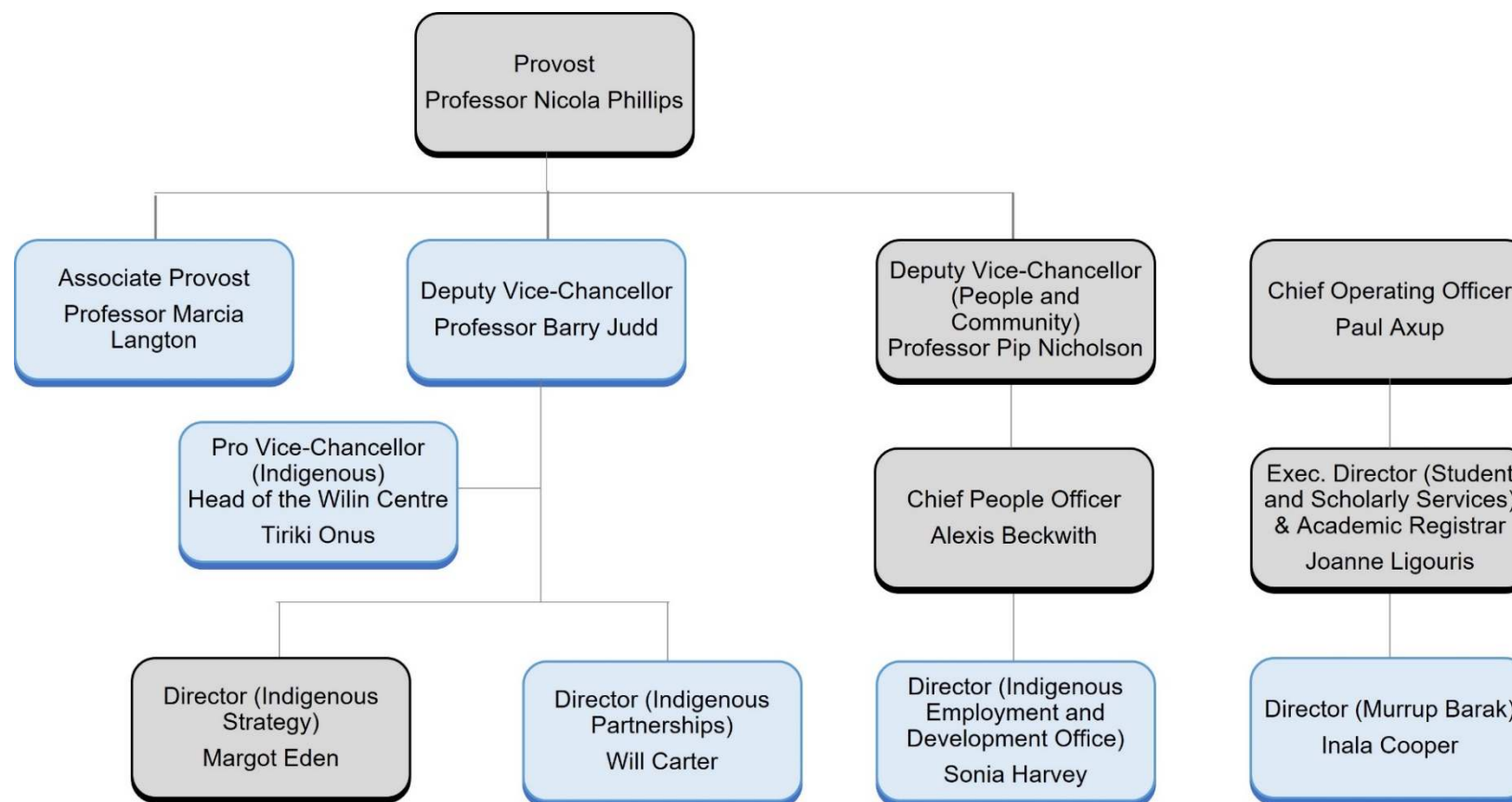


Figure 1: Organisational chart showing where the University's Aboriginal and Torres Strait Islander senior leadership sit within the executive. Aboriginal and Torres Strait Islander staff are indicated in blue.

Question 23

Question 23: For the period 1 January 2018 to present, provide a description of upper leadership accountabilities in relation to First Nations students.

Professor Barry Judd, Deputy Vice-Chancellor (Indigenous)

The Deputy Vice-Chancellor (Indigenous) collaborates with the University community and closely with Aboriginal and Torres Strait Islander peoples and communities to lead the development and realisation of the University's Indigenous-focused aspirations. This includes cultivating a culture in which Indigenous knowledges, histories, cultures, and perspectives are not only recognised, but also celebrated, advocated for, and actively engaged in research and education.

Professor Marcia Langton, Associate Provost

The Associate Provost leads in specific areas of engagement, cultural collections, heritage issues and development of Indigenous teaching and research activities across the University.

Tiriki Onus, Pro Vice-Chancellor (Indigenous)

The Pro Vice-Chancellor (Indigenous) commenced in March 2024 and will have a significant focus on advancing our aspirations regarding Aboriginal and Torres Strait Islander students.

Question 24

Question 24: 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:

a. Relevant committees of which they are a member;

The Individuals identified in response to paragraph 22 appear underlined in the membership of the committees below and Aboriginal and Torres Strait Islander individuals are highlighted in blue.

The below reflects membership for 2024.

Academic Board

Membership

Chancellor;

Vice-Chancellor;

Provost

Deputy vice-chancellors, including:

- Deputy Vice-Chancellor (Indigenous), Professor Barry Judd
- Associate Provost, Professor Marcia Langton

Pro vice-chancellors, including:

- Pro Vice-Chancellor (Indigenous) Tiriki Onus

University Librarian;

Academic Registrar;

University Secretary;

All professors, including 7 Aboriginal and Torres Strait Islander professors not listed above;

Full-time salaried professorial fellows;

Deans of Faculties;

Heads of academic departments;

Heads of schools (including graduate schools);

Other academic staff who are members of Academic Board committees;

President of University of Melbourne Student Union, and one nominee of the President of University of Melbourne Student Union who must be an education officer, of the University of Melbourne Student Union;

President of the Graduate Student Association and one nominee of the President of the Graduate Student Association;

President of the University of Melbourne Student Union (International) or their nominee

Two members elected by and from the professional staff who will hold office for a term of two years; and

Any other persons whom the Board determines by resolution.

As provided for under the Regulation, all salaried professors are members of the Academic Board. Involvement in the Academic Board is a way for professors to contribute actively the life of the University through policy formation and review, and engage in critical scrutiny, constructive challenge and robust debate in relation to academic matters.

Role of the Academic Board

The Academic Board is established by the University of Melbourne Statute which sets out its powers and functions delegated to it by Council. The Board is responsible to Council for quality assurance in academic activities including maintenance of high standards in teaching, learning and research. The powers and functions of the Board are:

- Setting policy and monitoring academic standards for course and subject entry, assessment and completion requirements
- Approving courses and subjects for delivery that meet the standards
- Setting policy and monitoring selection requirements for prizes, scholarships and other forms of academic recognition

- Requesting and receiving from academic units recommendations, advice and reports related to Board functions
- Providing recommendations, advice and reports on its responsibilities and functions to Council
- Contributing to University reviews of academic units in relation to academic matters
- Acting as the University's final appeal body for student grievances and any other matters in accordance with the statutes and regulations
- Developing, approving and reviewing policies and procedures related to Board functions in accordance with statutes and regulations

The Board must contribute to the achievement of strategic plans approved by Council; and the objects of the University. The Board cannot delegate its powers and functions but may prepare, for Council approval, a schedule of delegations of its powers and functions to committees or individuals.

The Academic Board reports to Council and provides Council with appropriate and timely information on its contribution in relation to its powers and functions.

The Academic Board is also the final appeal body for students on matters relating to decisions made by University bodies or individual officers.

University Executive

Members

The Vice-Chancellor, Professor Duncan Maskell (Chair)

Deans of Faculties:

- Professor Jane Gunn AO (MDHS)
- Professor Thas Nirmalathas (Interim Dean) (FEIT)
- Professor Marie Sierra (FFAM)
- Professor Moira O'Bryan (FOS)
- Professor Jenny George (MBS)
- Professor Paul Kofman (FBE)
- Professor Matthew Harding (MLS)
- Professor Lesley Stirling (Interim Dean) (FOA)
- Professor Julie Willis (FABP)
- Professor Jim Watterston (FOE)

Provost, Professor Nicola Phillips (Deputy Chair)

Deputy Vice-Chancellor (Research), Professor Mark Cassidy

Deputy Vice-Chancellor (Global, Culture and Engagement), Professor Michael Wesley

Deputy Vice-Chancellor (Academic), Professor Gregor Kennedy

Deputy Vice-Chancellor (People and Community), Professor Pip Nicholson

Deputy Vice-Chancellor (Indigenous), Professor Barry Judd

President of the Academic Board, Professor Karen Farquharson
 Vice-President (Administration and Finance) and Chief Operating Officer, Paul Axup
 Vice-President (Advancement, Communications and Marketing), Nick Blinco

Terms of Reference

University Executive ('committee') is the principal management committee of the University. It is established as a committee of 'appropriately qualified members of staff', as provided in section 26(7)(b) of the University of Melbourne Act 2009 (Vic) ('Act').

The committee comprises members of the University's senior executive, President of the Academic Board and Deans, and provides advice to the Vice-Chancellor in carrying out their responsibilities as Vice-Chancellor and President of the University.

University Executive provides advice on matters which influence the long-term direction of the University, in particular matters transcending one division and relating to whole-of-university and cross-faculty collaboration.

The committee exercises authority over certain matters delegated to it by the Vice-Chancellor, as provided in section 26(7)(b) of the Act.

The activities of University Executive are reported, where appropriate, to Council through the Vice-Chancellor and to Academic Board through the President of the Academic Board.

Provision of advice

University Executive provides advice to the Vice-Chancellor on all matters related to the strategy, management and administration of the University, including but not limited to:

- University strategy, strategic plan and institutional performance;
- Divisional and faculty strategies, strategic plans and performance;
- The University's planning, budget and reporting cycle;
- Strategic and operational risk management and compliance;
- The University's capital program and major projects;
- Major changes to the grouping of academic disciplines and divisional structures;
- The academic structure of the University; and
- Management policies and processes in areas including but not limited to:
 - Learning and teaching, including the student experience;
 - Research and enterprise and research training;
 - Community, including people, culture and environment, and diversity and inclusion;

- Internationalisation;
- Advancement; and
- Administrative structures and functions including organisational sustainability.

Delegated authority

The committee has authority delegated to it by the Vice-Chancellor to do the following:

1. Prepare an annual budget and forward estimates and recommend these to Finance Committee and, through Finance Committee, to Council;
2. Approve the University's student profile and set course fees;
3. Note the establishment and disestablishment of academic departments, schools, research centres and institutes for the purpose of organising the academic activities of the University; and
4. Approve other matters as agreed by the Vice-Chancellor and University Executive.

Vice-Chancellor Advisory Group

Membership

The Vice-Chancellor, Professor Duncan Maskell (Chair)

Provost, Professor Nicola Phillips (Deputy Chair)

Deputy Vice-Chancellor (Research), Professor Mark Cassidy

Deputy Vice-Chancellor (Global, Culture and Engagement), Professor Michael Wesley

Deputy Vice-Chancellor (Academic), Professor Gregor Kennedy

Deputy Vice-Chancellor (People and Community), Professor Pip Nicholson

Deputy Vice-Chancellor (Indigenous), Professor Barry Judd

President of the Academic Board, Professor Karen Farquharson

Vice-President (Administration and Finance) and Chief Operating Officer, Paul Axup

Vice-President (Advancement, Communications and Marketing), Nick Blinco

Terms of Reference

The terms of reference for the Vice-Chancellor Advisory Group are not publicly available.

Provost Advisory Committee

Membership

The Provost, Professor Nicola Phillips (Chair)

Deputy Vice-Chancellor (Academic), Professor Gregor Kennedy

Deputy Vice-Chancellor (People & Community), Professor Pip Nicholson

Deputy Vice-Chancellor (Indigenous), Professor Barry Judd

Pro Vice-Chancellor (Students & Education), Professor Jamie Evans

Pro Vice-Chancellor (Indigenous), Tiriki Onus

Pro Vice-Chancellor (People & Equity), Elaine Wong

Academic Registrar and Executive Director, Student and Scholarly Services, Joanne Ligouris

Executive Director, Office of the Provost, Dr Catherine Burnheim

Chief People Officer, Alexis Beckwith, (Replacing Seán Hogan in 2024)

Executive Director, Workplace Relations, Governance and Investigations – Sean Hogan

Executive Director, Workforce Strategy and Planning – Kylie O’Connell

Director, Academic Strategy, Dr Leah Schwartz

Director, Diversity and Inclusion, Dr Christine Dew

Director, Indigenous Strategy, Margot Eden

Director, Indigenous Partnerships, Will Carter

Director, Widening Participation, Kate Flynn

Principal Advisor, Office of the Provost, Deborah Thomas

Associate Director, Teaching & Learning, Anna Steer

Associate Director, Strategic Communications (Office of the Provost), Sophia Healy

Terms of Reference

No terms of reference are available as this is not a formal governance committee but an advisory group.

Traditional Owners Advisory Group

Membership

Chair

Professor Barry Judd, Deputy Vice-Chancellor (Indigenous)

Victorian Registered Aboriginal Party Representatives

Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation (also a partner organisation)

Bunurong Land Council Aboriginal Corporation

Djaara (Dja Dja Wurrung Clans Aboriginal Corporation)

Yorta Yorta Nation Aboriginal Corporation

Elders and Respected Persons

Aunty Lorraine Padgham

Aunty Sandra Smith

Other Elders and Respected Persons as appropriate

Partners Organisations

Kaiela Institute

Yothu Yindi Foundation

Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation (also a RAP)

University Representation

Professor Duncan Maskell, Vice-Chancellor

Professor Nicola Philips, Provost

Professor Marcia Langton, Associate Provost

Inala Cooper, Director, Murrup Barak

Will Carter, Director, Indigenous Partnerships

Sonia Harvey, Director, Office of Indigenous Employment and Development

Terms of Reference

The Traditional Owners Advisory Group is a forum for providing advice and insights to the Vice-Chancellor and University Executive on matters of interest to the members of the Advisory Group.

The Group will:

- Discuss matters raised by Traditional Owners in support of the University's teaching and learning, research and engagement activities and priorities
- Provide cultural oversight of the University's Indigenous strategies
- Provide cultural oversight of the University's engagement with Indigenous knowledge
- Advise the University on appropriate engagement with Traditional Owner groups
- Advise the University on appropriate cultural and community protocols
- Report to the Vice-Chancellor's Advisory Group and University Executive after each meeting

Meet at least twice annually, or as otherwise agreed by the Advisory Group

Indigenous Strategy Reference Group

Chair

Tiriki Onus, Pro Vice-Chancellor (Indigenous)

Members

Professor Marcia Langton, Associate Provost

Margot Eden, Director, Indigenous Strategy

Will Carter, Director Indigenous Partnerships

Professor Aaron Corn, Director, Indigenous Knowledge Institute

Inala Cooper, Director, Murrup Barak

Brittney Henderson, Indigenous Office Bearer, University of Melbourne Student Union (UMSU) (unconfirmed)

Professor Su Baker, Pro Vice-Chancellor (Community & Cultural Partnerships)

Professor Adrian Little, Pro Vice-Chancellor (International)

Prof. Kate Smith-Miles, Pro Vice-Chancellor (Research Capability)

Karen van Sacker, Senior Director of Advancement (STEM & Indigenous)

Alexis Beckwith, Chief People Officer (Replacing Seán Hogan in 2024)

Seán Hogan, Chief Human Resources Officer (or nominee) (standing down in 2024)

TBC, Chair, Indigenous Graduate Student Association (IGSA) (unconfirmed)

Terms of reference

The Indigenous Strategy Reference Group will provide for University-wide oversight of the suite of high-level Indigenous initiatives. The group will:

- Provide advice on the implementation and progress of key strategic initiatives.
- Ensure there is appropriate alignment and synergies across multiple projects and portfolios.
- Consider emerging possibilities in relation to the University strategy, Advancing Melbourne.
- Formulate new initiatives for consideration by the appropriate bodies within the University, including the Vice-Chancellor's Advisory Group (VCAG) and University Executive.

The Indigenous Strategy Reference Group will meet on a three-weekly basis.

The Deputy Vice-Chancellor will report on the work of the Indigenous Strategy Reference Group to the Vice-Chancellor, the Provost, the Vice-Chancellor's Advisory Group (VCAG) and University Executive.

Committee of Associate Deans and Delegates Indigenous

Membership

Chair

Tiriki Onus, Pro Vice-Chancellor (Indigenous)

Members

Professor Sandra Eades, Associate Dean (Indigenous), Faculty of Medicine, Dentistry and Health Sciences

Professor Sandra Phillips, Associate Dean (Indigenous), Faculty of Arts

Associate Professor Michelle Evans, Associate Dean (Indigenous), Faculty of Business and Economics

Associate Professor Melitta Hogarth, Assistant Dean (Indigenous), Faculty of Education

Associate Professor David O'Brien, delegate of the Faculty of Architecture, Building and Planning

Dr Cam Raw, Associate Dean (Indigenous), Faculty of Science

Dr Joe West, Associate Dean (Indigenous), Faculty of Engineering and IT

Terms of reference

The Committee of Associate Deans and Delegates (Indigenous) is a forum for consultation and coordination between the academic divisions, the Deputy Vice-Chancellor (Indigenous) and Indigenous Strategy Reference Group on the University's ongoing efforts to improve Indigenous higher education, research, engagement and employment outcomes.

- The Committee will support academic divisional alignment with University-wide Indigenous strategies and plans through implementing these at the academic divisional level and advising on:
 - Issues that impact Indigenous student participation, success and completion rates at the divisional level and Indigenous student support needs and services;
 - Indigenous academic and professional staff numbers, classification, distribution and career trajectories in their faculties/schools; and
 - Academic divisions' research performance related to Indigenous matters.
- The Committee will coordinate and review the implementation of Divisional Indigenous Development Plans.

- The Committee will also consider the impacts of changes to the operating context of the University on academic divisions, and on Indigenous higher education at the local level, and make recommendations to the Indigenous Strategy Reference Group for changes to University strategic positioning, policy or procedures to address these.
- The Committee will meet a minimum of six times per year.
- The Committee will report to the Provost via the Deputy Vice-Chancellor (Indigenous).

Aboriginal and Torres Strait Islander Cultural Heritage Oversight Committee

Membership

Chair

Professor Marcia Langton, Associate Provost

Deputy Chair

Will Carter, Director Indigenous Partnerships

Members

Dr Vanessa Russ, Director of Indigenous Cultural Collections

Professor Barry Judd, Deputy Vice-Chancellor (Indigenous)

Tiriki Onus, Pro Vice-Chancellor (Indigenous)

Uncle Jim Berg

Inala Cooper, Director, Murrup Barak

Professor Su Baker, Pro Vice-Chancellor Community and Cultural Partnerships

Professor Aaron Corn, Director, Melbourne Indigenous Knowledge Institute

Mayatili Marika, Yothu Yindi Foundation Partnership Officer & Cultural Advisor, Office of the Provost, Chancellery,

Professor Brook Andrew, Enterprise Professor (Interdisciplinary Practice), Victorian College of the Arts, Faculty of Fine Arts & Music

Melinda Kennedy, Nominee, Victorian Aboriginal Heritage Council

Gabrielle Lauder, Director, Office of the Victorian Aboriginal Heritage Council

Terms of reference

The Aboriginal and Torres Strait Islander Cultural Heritage Oversight Committee will fulfil its obligations as follows:

- Implement and monitor compliance with the University's Aboriginal and Torres Strait Islander Cultural Heritage Policy and provide advice in relation to strategic priorities and resource requirements;
- Ensure the development and alignment of policy and its implementation with the principles and goals of Murmuk Djerring and relevant government legislation and international frameworks, including the:

- *Aboriginal and Torres Strait Islander Heritage Protection Act 1984* (Cth);
- *Aboriginal Heritage Act 2006* (Vic);
- *Aboriginal Heritage Regulations 2018*;
- *Environment Protection and Biodiversity Conservation Act 1999* (Cth),
- *International Council of Museums Code of Ethics* (2004);
- *Protection of Movable Cultural Heritage Act 1986* (Cth); and
- *United Nations Declaration of the Rights of Indigenous Peoples* (2007);

and

- Advise on the development of protocols and procedures to provide University staff with practical guidance as to:
 - their own and the University's obligations under relevant legislation; and
 - the overall management of Aboriginal and Torres Strait Islander cultural heritage by the University and the central role of the VAHC in managing Ancestral Remains and secret or sacred objects.

Diversity and Inclusion Sub-Committee

Membership

Chair

Professor Julie Willis (Dean, Faculty of Architecture, Building & Planning)

Deputy Chair

Professor Pip Nicholson Deputy Vice-Chancellor (People & Community)

The Reverend Professor Russell Goulbourne (Dean, Faculty of Arts) – Replaced by Professor Leslie Stirling (Acting Dean, Faculty of Arts)

Professor Jane Gunn (Dean, Faculty of Medicine, Dentistry and Health Sciences)

Paul Axup Vice-President Administration and Finance and Chief Operating Officer or Delegate: Joanne Ligouris

Byron Collins Executive Director Business Services and Chief Information Officer

Professor Barry Judd, Deputy Vice-Chancellor (Indigenous)

Professor Kate Smith-Miles, Pro Vice-Chancellor (Research Capability)

Associate Professor Georgina Such, Academic Lead, University of Melbourne Science in Australia Gender Equity (SAGE) Athena Swan initiative

Professor Joy Damousi Executive Sponsor, Pride in Action Network

Seán Hogan Executive Director, Human Resources and OHS (Acting)

Michelle Ward Faculty Executive Director, Faculty of Science

Terms of Reference

The functions of the Diversity and Inclusion Sub-Committee are to:

- Develop and periodically review the University's Diversity and Inclusion Strategy.
- Develop a performance reporting methodology for the D&I Strategy, and subsequently provide regular progress reports to the Vice-Chancellor and University Executive
- Lead and oversee the University's engagement in compliance and accreditation programmes including reporting against objectives and overseeing linked programmes of work.
- Identify priority actions and resource requirements to inform delivery of the strategy, and provision of advice to the Vice-Chancellor and University Executive accordingly.
- Provide advice and receive reports from Diversity and Inclusion representatives in Academic Divisions.
- In order to exercise these responsibilities, the Committee will:
 - (a) Be empowered to commission reports and advice on matters relating to its remit, including establishment of subgroups.
 - (b) Develop and oversee a resource plan to inform the 2023-2024 programme of work.
 - (c) Be advised of outcomes and impacts from all discussion occurring in the Vice Chancellor's Advisory Group (VCAG) that relate to equity, diversity and inclusion (Reports to be provided by Office of the Vice-Chancellor).

c. Who they report to in respect of these responsibilities (including, where appropriate, in reference to an Organisational Chart); and

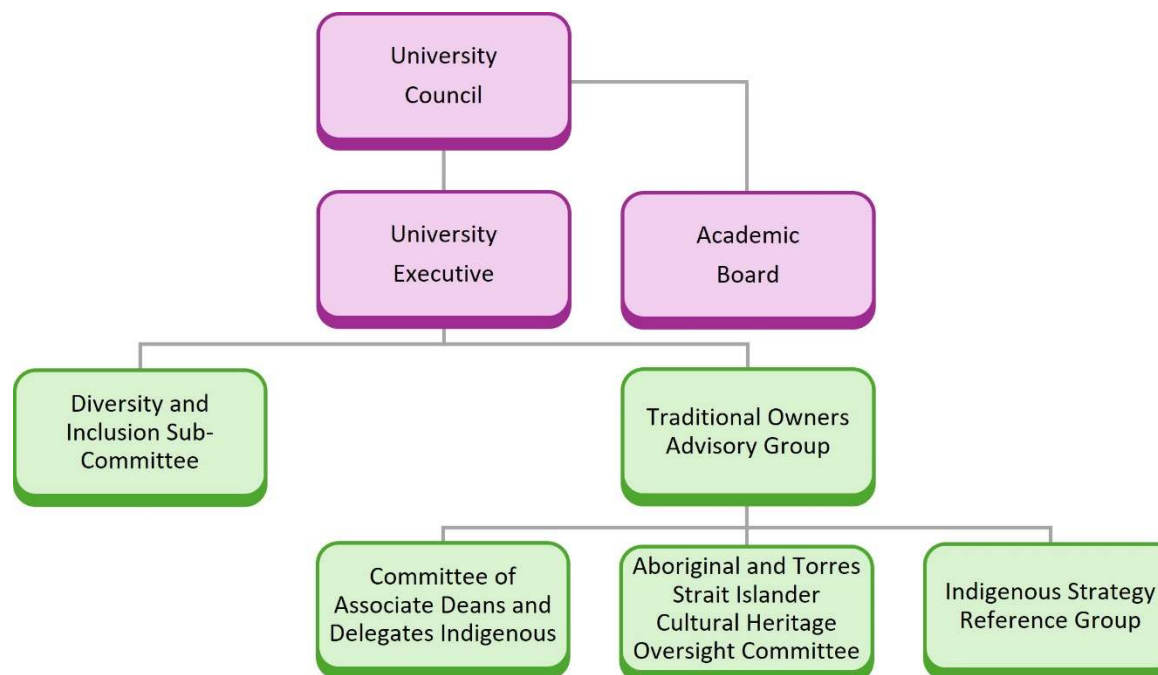


Figure 2: Organisational chart showing the reporting lines for the committees listed above. Please note that the Vice-Chancellor Advisory Group and Provost Advisory Committee are not formal governance committees but function as advisory groups to the Vice-Chancellor and the Provost, respectively.

c. Their decision-making powers in the case of First Nations students.

The decision-making powers of the committees listed above are detailed in their respective terms of reference.

Question 25

Question 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.

The University has embedded our key aims, accountabilities and measures in relation to Aboriginal and Torres Strait Islander people across the University and throughout the hierarchy of our policy and strategy documents. This ensures that achieving our aspirations for Aboriginal and Torres Strait Islander people is the responsibility of the whole institution and part of our normal operations. Oversight is provided through the Indigenous Governance Mechanism.

Indigenous Governance Mechanism

Associate Provost Professor Marcia Langton, Deputy Vice-Chancellor (Indigenous) Professor Barry Judd and Pro Vice-Chancellor (Indigenous) Tiriki Onus lead the University's agenda in relation to Aboriginal and Torres Strait Islander people. Cultural authority and leadership are also provided by our Traditional Owners and Elders through the Traditional Owners Advisory Group.

The University's Indigenous governance comprises Traditional Owners Advisory Group, the Indigenous Strategy Reference Group, the Committee of Associate Deans and Delegates Indigenous and Aboriginal and Torres Strait Islander Cultural Heritage Oversight Committee. Together these committees play a significant role in advising on University-wide priorities in relation to Aboriginal and Torres Strait Islander students, staff, and community members in Victoria and nationally and ensuring accountability for our commitments and responsibilities to these groups. The terms of reference and membership of these committees are provided in response to Question 24 above.

The Traditional Owners Advisory Group membership has representation from each of the Registered Aboriginal Parties on who's land the University's 7 campuses are located, representation of Aboriginal people with whom the University has had a long relationship and representation from each of the organisations that the University has established strategic partnerships with. This gives Aboriginal people of the lands on which the University has campuses and the broader Victorian community a forum to directly raise issues with our senior leadership and provide input and oversight of policy and strategy at the University.

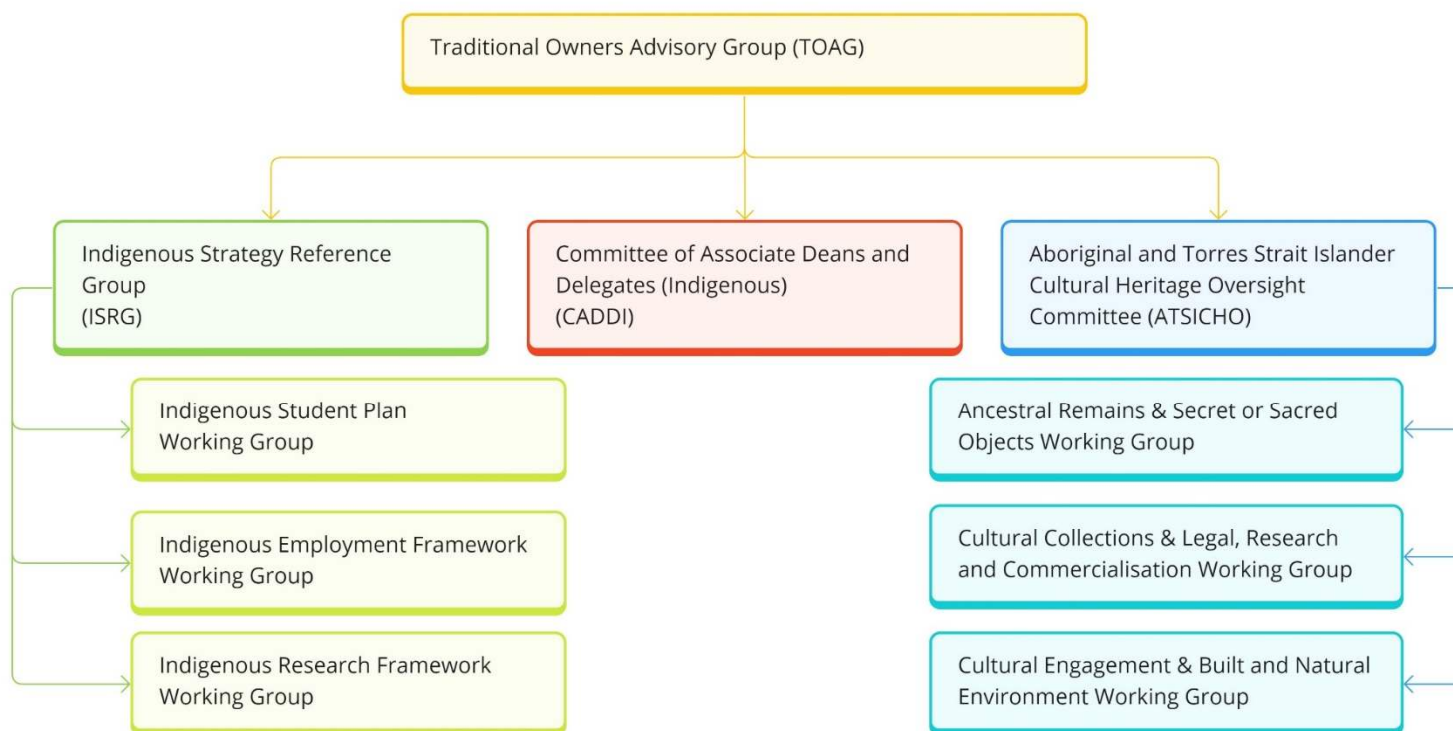


Figure 3: Organisational chart showing the reporting lines for the Indigenous Governance Committees and their associated working groups.

Other Committees with Indigenous Governance Functions

The University has also formed governance committees to guide our work in our strategic place-based partnerships in Narm, Goulburn Valley and North East Arnhem Land. The Chairs of each of these committees and Aboriginal representatives of the partner organisations are members of the Traditional Owners Advisory Group.



Figure 4: Organisational chart showing the Governance Committees for the University's strategic place-based partnerships and their associate advisory and steering groups. Please note that the University is considering adding an overarching governance committee that the three main committee would report into.

In addition to the above committees, the University has formed the Indigenous Scholarships and Awards Committee which makes recommendations on the allocation of a large number of scholarships available to Aboriginal and Torres Strait Islanders students. This streamlines the process by reconciling the vast array of available scholarships under a single application process.

At the faculty level, Traditional Owners and a range of local committees guide Indigenous research, teaching and learning and engagement activities. These include:

- Reconciliation and Recognition Committee within the Melbourne Law School
- Connection to Culture Committee within the Faculty of Architecture, Building and Planning
- Individual relationships with Wurundjeri Tribe Council through the Melbourne Law School and the Australia Centre Collaboration within the Faculty of Arts

In August 2019, the Vice-Chancellor, Duncan Maskell, and Pro Vice-Chancellor (Indigenous), Barry Judd, met with the Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation Elders and staff. This was an opportunity for the Vice-Chancellor (who commenced in October 2018) to meet Corporation members and staff and hear about how the University could better work with the Wurundjeri community. University staff from the Vice-Chancellor's Advisory Group, Deans and other selected staff with relevant areas of expertise also attended this meeting and continue to provide an opportunity for the Corporation members to connect with academic staff who have expertise on a range of issues of interest to them, including native title, education and linguistics.

Strategic Architecture

The [University of Melbourne Act 2009](#) (Vic) establishes the University, the University Council as its governing body, and its core functions. The Act gives the University a legislative obligation to:

- use its expertise and resources to involve Aboriginal and Torres Strait Islander people of Australia in its teaching, learning, research and advancement of knowledge activities and thereby contribute to:
 - i. realising Aboriginal and Torres Strait Islander aspirations; and
 - ii. the safeguarding of the ancient and rich Aboriginal and Torres Strait Islander cultural heritage;

This makes the advancement of Aboriginal and Torres Strait Islander people and culture a central purpose of the University.

[Advancing Melbourne 2030](#) is the University's overarching strategic plan. It is structured according to five intersecting themes which represent our key focus areas to 2030: **place, community, education, discovery** and **global**. Our aspirations in relation to Aboriginal and Torres Strait Islander people overlap with all of these themes, but are particularly relevant to **place** and **community**. Key priorities within place and community include advancing reconciliation and reciprocal learning with Indigenous peoples and communities and strengthening diversity and inclusion in the University community. Key quantitative and qualitative measures are reported biannually as part of the Advancing Melbourne Performance Framework, with accountabilities assigned to relevant senior executives.

Advancing Melbourne commits the University to an integrated, whole-of-institution approach to our aspirations in relation to Aboriginal and Torres Strait Islander people, knowledge and culture and embeds this aspiration within the University's strategic architecture at the highest level. All 11 of the strategies, plans and frameworks that support Advancing Melbourne make relevant commitments to achieving this aspiration. Those strategies of most relevance to the Yoorook Justice Commission are likely to be:

- [Murmuk Djerring 2023 – 2027](#)
- [Advancing Students and Education 2023 – 2030](#)
- [People Strategy 2023 – 2030](#)
- [Diversity and Inclusion Strategy 2030](#)
- [Research Strategy 2010 – 2025](#)
- [Estate Plan](#)

Murmuk Djerring, the University's Indigenous Strategy, provides the overarching framework to achieve the University's aspirations in relation to Aboriginal and Torres Strait Islander people. Murmuk Djerring sets out the Key Focus Areas of *Our People* and *Our Place*, and the Five Priorities of *Leadership, Place, Heritage and Culture, Partnerships, Indigenous Knowledge* and *Truth-Telling and Justice*. Murmuk Djerring is accompanied by an Action Plan which outlines 21 Signature Projects that align with the five priorities.

In support of Murmuk Djerring, the University has developed the [Indigenous Student Plan 2023 – 2027](#), the [Indigenous Employment Plan 2023 – 2027](#), [Indigenous Research Framework 2023 – 2027](#) and [Indigenous Internationalisation Plan 2020 – 2024](#). In addition to these University-wide plans, each of the 9 faculties and Chancellery have developed their own context-specific Divisional Indigenous Development Plan. All of these strategic documents contain specific targets and together play an important role in informing strategic planning and development of Key Performance Indicators for University staff, including Deans and Chancellery Executive. Progress towards meeting the commitments outlined in these 14 frameworks and plans is reviewed annually and reported to the Indigenous Strategy Reference Group, Committee of Deans and Delegates Indigenous and University Executive.

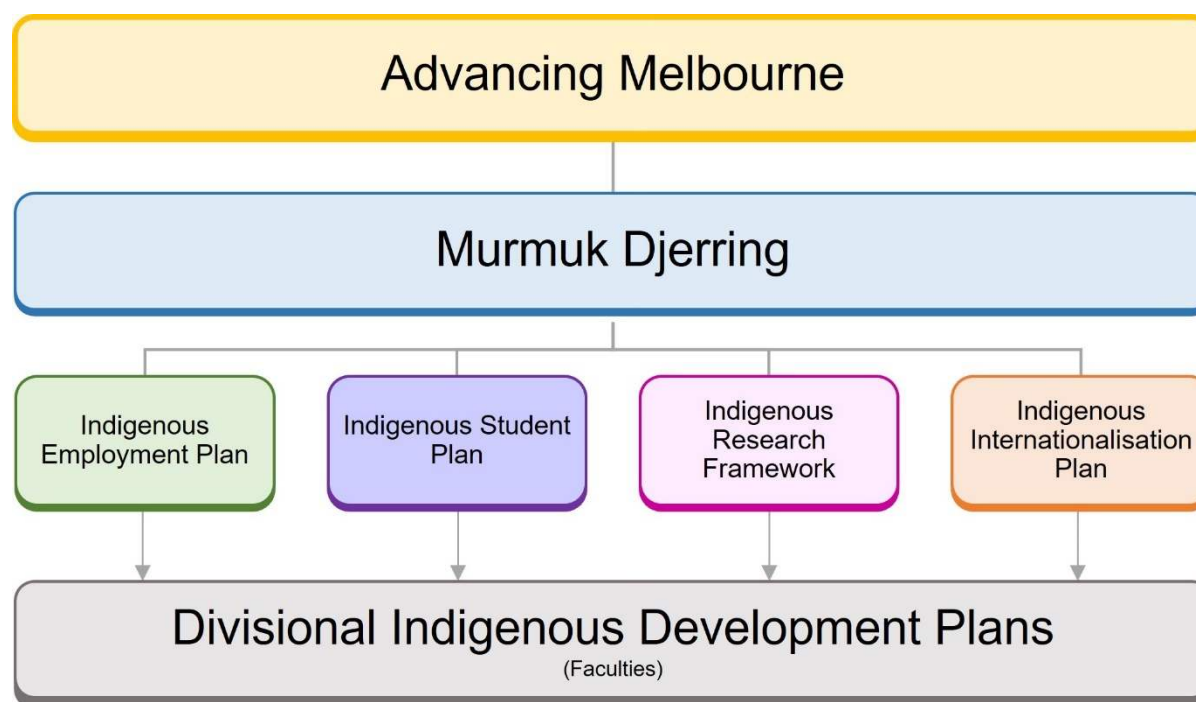


Figure 5: The University of Melbourne's Indigenous strategic architecture.

Indigenous Student and Staff Headline Targets

In addition to our 14 frameworks and plans, the University has ambitious Indigenous Student and Staff Headline Targets which provide a clear focus against which to measure, track and improve our performance in attracting, retaining and developing our Aboriginal and Torres Strait Islander students and staff. These targets are:

Indigenous student targets

- Number of Indigenous students to reach 1000 by 2029
- Undergraduate to graduate student ratio to be equal for Indigenous and non-Indigenous students by 2025
- Undergraduate success ratio of 1 between Indigenous and non-Indigenous students by 2025
- Graduate coursework success ratio of 1 between Indigenous and non-Indigenous students by 2025

Indigenous staff targets

- Indigenous staff numbers to reach 350 by 2025
- Academic to professional staff ratio to be equal for Indigenous and non-Indigenous staff by 2025
- Senior (UOM 8 and above) to junior professional staff ratio to be equal for Indigenous and non-Indigenous staff by 2025

The Indigenous Headline Targets are currently being reviewed and aligned with the priorities of the recently launched suite of strategies. A completions target is likely to be added as a student target. Ratios will also be expressed at percentages as this is better understood.

Indigenous Outcomes Performance Report

Progress towards meeting the Indigenous Student and Staff Headline Targets is reported to the Indigenous Strategy Reference Group, University Executive and University Council annually in the Indigenous Outcomes Performance Report (IOPR). The IOPR also provides a comprehensive set of other data and metrics that give an overview of progress towards achieving our aspirations in relation to Aboriginal and Torres Strait Islander students, research, teaching and learning, and staff, together with the educational system performance measures that underpin them. The aim of the IOPR is to provide an evidence base to inform the development of policies and strategies and evaluate their impacts and outcomes. The IOPR now provides an extensive longitudinal record of the University's performance dating back to 2011. The IOPR is based on the Indigenous Outcomes Measurement Framework (see [HERE](#)).

Principles for the Naming of Places

A key issue for many Aboriginal and Torres Strait Islander students and staff that affects their sense of safety and belonging at University is the naming of buildings and places on campus after historical figures who were the proponents of racist practices.

In June 2023, the University established the Places Naming Advisory Group to develop principles for the future naming of places across the University of Melbourne's campuses in preparation for a strategic review of building names. The need for naming principles has emerged in the context of discussions on

Indigenous cultural recognition, appropriate acknowledgement of notable women and others who represent the diversity of the University community, and examples of anachronistic use of subject names for buildings.

Informed by a review of approaches to naming and renaming university buildings across the world, the University's historical context and alignment with the University's strategic intentions, the Places Naming Advisory Group has developed draft principles to guide the future naming of University buildings, and is now consulting on these proposed changes.

The University has a strong desire to reflect and acknowledge Indigenous peoples and their enduring connection to the lands we work and learn on. This has been a central consideration of the Places Naming Advisory Group, which includes Indigenous representation and subject matter experts, throughout its deliberations. Meaningful recognition of Indigenous peoples, Country, their cultural heritage and historic experiences can be achieved in many different ways. Maintaining flexibility in the naming principles and embedding contextualisation of all buildings names across the campus provides opportunities to recognise Indigenous peoples, their cultural heritage and the difficult conversations about the University's past in unique and meaningful ways across campus.

The principles detailed in the final report have been endorsed by the Traditional Owners Advisory Group and will be considered at University Executive within the month.

Student and Staff Support Services

Murrup Barak

Murrup Barak plays a critical role in co-ordinating and supporting the development of a wide range of Indigenous programs, building on the University's aim to increase involvement of Aboriginal and Torres Strait Islander people across all facets of its operations, as staff, as students, and as interested community members contributing to the quality of our Indigenous teaching, learning, research, and programs.

Murrup Barak provides leadership in the development of a supportive environment for Indigenous students enrolled in University programs. Murrup Barak acts as a point of referral for Indigenous students to ensure that they can appropriately access University academic and student support services.

Wilin Centre for Indigenous Arts and Cultural Development

The Wilin Centre is based within the Faculty of Fine Arts and Music at the Southbank Campus of the University. It acts as an access point to academic and student support services for Aboriginal and Torres Strait Islander people who require culturally appropriate support in the Faculty. The Wilin Centre delivers outreach programs to the communities throughout Victoria and the South-East, to remove barriers to access and foster relationships with community practicing artists.

The Wilin Centre employs a Schools and Community Liaison Officer who is responsible for promoting pathways and opportunities which support Aboriginal and Torres Strait Islander students throughout their application, admission and induction.

Office of Indigenous Employment and Development

The Office of Indigenous Employment and Development adopts a whole-of-institution approach to recruiting Indigenous staff, providing them with meaningful support throughout their employment, and ensuring confidence in their cultural safety while at work.

A Signature Project in Murmuk Djerring, the Office commenced operating in late 2023 and was fully staffed and operational as of January 2024. The current focus is on implementing our Indigenous Employment Plan 2023 – 2027, along with other University policies, programs and initiatives relating to Aboriginal and Torres Strait Islander staff recruitment, retention, professional development, and building connections and networks.

Question 26

Question 26: 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:

The University has a dedicated central Indigenous Partnerships team led by an Indigenous Director who reports to the Deputy Vice-Chancellor (Indigenous). The team plays a pivotal role in cultivating strength-based collaborations. The team identify and establish partnerships with Indigenous Traditional Owners, Elders, community entities, industry leaders, and government agencies, guided by principles of self-determination. Indigenous partnerships team facilitates three strategic place-based partnerships working within metropolitan, regional and remote regions of Northeast Arnhem Land, Goulburn Valley and Narm. The emphasis lies on recognising and amplifying the strengths within Indigenous communities through leveraging teaching and learning and research that responds to Indigenous community priorities.

- a. Recognising Traditional Owners' relationship with the land;

The University recognises the significance to Aboriginal and Torres Strait Islander peoples of a continuous connection to Country and culture that dates back millennia. Recognition of the value and contribution of Indigenous cultures is also critical to fostering understanding and respect between Aboriginal and Torres Strait Islander peoples and their fellow Australians. With a deep connection to the physical places on which our campuses are located, the University commits to engage with Traditional Owners on the built and natural environment of our campuses and promoting cultural awareness and recognition of cultural heritage. This is done across faculties and divisions through research, teaching and learning, engagement, procurement and importantly access to campus spaces and participation in the development of the University natural and built environment.

- Truth-telling;

In recent years, significant and concrete steps have been taken to confront the University's colonial legacy. This encompasses acknowledging the institution's past involvement in scientific practices and ideologies, such as eugenics, which were prevalent during that time and contributed to racial discrimination against Indigenous peoples. Central to [Murmuk Djerring](#)'s objectives is the emphasis on truth-telling, which extends and reinforces previous initiatives aimed at recognising the University's historical role.

The University initiated a truth-telling project in January 2021. The project's initial significant achievement, the publication of the first volume of a book detailing the University's interactions with Indigenous Australians since 1853, has been released by Melbourne University Press in 2024. This volume comprises approximately 80 contributors and encompasses over 300,000 words. Scheduled for launch on May 28, 2024, coinciding with National Reconciliation Week, the first volume was submitted to the Yoorrook Justice Commission on February 6, 2024. The second volume is scheduled for release in the latter part of 2024.

Different areas across the University use various means for truth-telling such as running truth telling workshops and teaching into Breadth subjects (subjects/units that are not considered core or elective in a student's course but completion of which is a mandatory requirement, as per the Melbourne Model), interdisciplinary visits to the Bunjilaka Aboriginal Cultural Centre and annual On Country programs for interested students in the medical courses. Please note that units with an Indigenous focus have been listed in response to Question 21.

- d. Proposed works and developments of the University; and

Dedicated ongoing Indigenous student spaces, the creation of the new Wilin Centre at the Southbank campus in 2023, the planning and design for a new cultural precinct to be known as [The Place for Indigenous Art and Culture](#) are some of the proposed works and development of the University of Melbourne. Other examples include the location of the Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation's Education Program team on the University's Parkville campus. This will provide a cultural space for when members of the Wurundjeri Woi Wurrung are on campus.

- e. Day-to-day operations.

Day to Day operations include the rehousing of the University's Indigenous collections including, The Leonhard Adam Collection, Nancy Williams Library, The Donald Thomson Collection and The Woodward Collection in a purpose-built facility at the Parkville campus in Melbourne due to open mid-2027 (see <https://museumsandcollections.unimelb.edu.au/indigenous/collections>). Other works includes a focus on adding more Indigenous content to the curriculum throughout all disciplines within the Victorian College of the Arts, and development of community engagement activities to strengthen relationships with the local Yorta Yorta community in Shepparton.

For additional administrative unit and faculty-level information, please see [HERE](#).

Question 27

Question 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.

The set of agreements that are listed below that the University has with Traditional Owner groups are only a sample of the extent of agreements the University has with Traditional Owners for research, teaching and learning, student placement, internships, PhD's and other engagement agreements that are not traceable from a University-wide perspective, some of these are noted in the faculty reporting at question 26 (see [HERE](#)) along with our Museums and Collections, procurement, leadership programs and our Estate planning teams. One of the signature projects in Murmuk Djerring is to build an Indigenous Teaching and Learning and Research portal that we aim to include data on the partnerships and agreements that University have across Australia with Indigenous Traditional Owners, Communities and Indigenous organisations.

Table 23: List of Agreements that are documented by the Chancellery Indigenous Partnerships team. Note that there are many agreements established by faculties for which the details are unknown centrally and, therefore, this is NOT a comprehensive list.

Community / TO Group	Agreement type (e.g. MoU, Collaboration agreement, Sponsorship, Research)
Bunurong Land Council Aboriginal Corporation	
	Point Nepean Advice re Native Title issues and preparation of management strategy
Dja Dja Wurrung Clans Aboriginal Corporation	
Research	Dja Dja Wurrung Enterprise - Socio-economic impact of deer in Victoria – Options to reduce loss of grassy ecosystems – Faculty of Science, School of Agriculture, Food and Ecosystems
	Dja Dja Wurrung Clans Aboriginal Corporation (Smart Farmer Grant) Faculty of Science, School of Agriculture, Food and Ecosystems
	Research to develop process for monitoring & evaluating success of cultural firing practices based on culturally appropriate & relevant indicators - Faculty of Science, School of Agriculture, Food and Ecosystems
	Dja Dja Wurrung Aboriginal Clans - DAWE 2020 Smart Farming Partnerships Program (round 2) - Djandak Dja Kunditja (Country Healing its Home) - Faculty of Science, School of Agriculture, Food and Ecosystems
	Collaborative Agreement - Collaborative monitoring of the multi-value environmental outcomes of Djaara-led Forest Gardening
Gunaikurnai Land and Waters Aboriginal Corporation	
Research	Nanjet to Mallacoota Sea Country Indigenous Protected Area Geomorphology and Drone Training Project – Faculty of Science, Geography, Earth and Atmospheric Sciences

Community / TO Group	Agreement type (e.g. MoU, Collaboration agreement, Sponsorship, Research)
Gunditj Mirring Traditional Owners Aboriginal Corporation	
Research	Indigenous nationhood in the absence of recognition: Self-governance insights and strategies from three Aboriginal communities – Melbourne School of Law
Data Services Agreement	Data Services Agreement with Gunditj Mirring Traditional Owners Aboriginal Corporation
Memorandum of Understanding	Memorandum of Understanding with the Gunditjmarra - review
Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation	
Secondment Out Agreement	Job share of two staff from the Business Services team to develop a technology road map for the Wurundjeri Corporation to update its business architecture and computer systems – (2020)
	Academic and historian from the Indigenous Studies unit in the Faculty of the Arts worked with the Wurundjeri Corporation's research team to support their work. Also worked with Wurundjeri Elder Karen Jones on her historical research for the Corporation – (2022)
	Short team IT support contract to assist with roll out of new software via help desk and development of technology how-to support articles for new systems - (2023)
Acquisition of services agreement	Multi-year agreement for co-teaching subject with Wurundjeri Elder incorporating Indigenous Cultural Intellectual Property (ICIP) remaining with Traditional Owner - On Country, On Campus: Wurundjeri (2023 – 2025)
	Video re significance of Welcome to Country and Tanderrum Ceremonies
Licensing Agreement – multi year	Provision of teaching and exhibition space for Wurundjeri Woi Wurrung Cultural Heritage Corporation Education Team on the Parkville campus (2024 – 2025 with the option for extension)
	Working with Elders on development of Virtual Kulin Nation video with artist Brett Leavy for the exhibition 65,000 Years, curated by Associate Provost, Professor Marcia Langton. The exhibition will be the inaugural exhibition to reopen the refurbished Ian Potter Museum in 2025.
Research	Wurundjeri Land and Compensation Cultural Heritage Council - Consultancy Agreement - Geospatial analysis support for SAHA - Infrastructure Engineering
Yorta Yorta	
Kaiela Institute	
	The University is a signed Plan Champion for the Goulburn Murray Regional Prosperity and Productivity Plan - ongoing
Student Placement Letter of Agreement	University student internship – Faculty of Arts – Master of Social Policy (2019)
Kaiela Institute, Rumbalara Football Netball Club, Munarra Ltd	

Community / TO Group	Agreement type (e.g. MoU, Collaboration agreement, Sponsorship, Research)
MCRE Heads of Agreement	The HOA sets the project partners collaboration over the 4 development phases; Project Confirmation; Regulatory, Design and Commercial arrangements, Project Delivery and Operational Commencement – 2018 - 2024
Munarra Centre for Regional Excellence Pty Ltd	
Partnership	The University is a founding partner, with Kaiela Institute and Rumbalara Football Netball Club, in Munarra Ltd, which is the registered entity that will oversee the management of the soon-to-be-completed Munarra Centre for Regional Excellence – ongoing
Rumbalara Football Netball Club	
Memorandum of Understanding	Agreement between Murrup Barak, Melbourne Institute for Indigenous Development and RFNC for the management and administration of ASHE approximately \$750-850K per year for staffing and operations, ongoing
Sponsorship Agreement	The University emblem appears on the apparel of the Rumbalara Football Netball Club - ongoing
Funding Agreement	Agreement to fund an Indigenous Employment Advisor at RFNC (2017- 2018)
Funding agreement	RFNC agreement for the University to manage a grant for the Munarra Youth Futures Accommodation Program (2022)
Rumbalara Aboriginal Cooperative	
Research Agreement - Clinical Trial	Flash Glucose Monitoring Study – can Flash GM Improve Blood Glucose Management for Indigenous Australians Living with Type 2 Diabetes? A randomised controlled trial.
Vocational Placement Agreement Letter	Doctor of Medicine – Education – Dept of General Practice – Faculty of Medicine, Dentistry and Health Science. (2017 – ongoing)
Vocational Placement Agreement Letter	Placements for Students from the Melbourne Dental School, Faculty of Medicine, Dentistry & Health Sciences as part of the Course Bachelor of Oral Health and Doctor of Dental Surgery (2020 -2022)

6. *UNIVERSITIES AS BENEFICIARIES OF COLONISATION / TRUTH-TELLING*

Question 28

Question 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.

A spreadsheet listing the properties that are owned in fee simple by the University of Melbourne, including the date and circumstances of acquisition of each property (where known) can be found [HERE](#). Other relevant materials as requested have been gathered [HERE](#), including copies of legislation that vested land in UoM or directed the granting of land to UoM.

The spreadsheet linked above is colour-coded as follows:

- Green – confirmed information
- Blue – land granted by the Crown
- Yellow – unconfirmed or unknown information

The surrounding historical context for the grant or acquisition of the land, where known, has been added.

We have not listed other properties that form part of UoM's Estate, such as leased properties, Crown land administered or controlled by UoM, or land owned by subsidiaries, related entities or affiliates (for example, the affiliated colleges).

Question 29

Question 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.

The University is unaware of any key land grants to the institution by early colonisers who may have been involved in (or encouraged, tolerated, or benefited from) violence against First Peoples. All prominent gifts to the University from major landholders were financial, rather than in the form of land grants.

Question 30

Question 30: 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:

a. Land grants for limited or no consideration;

Prominent nineteenth-century donors and benefactors to the University derived their wealth from pastoralism on land taken from First Peoples with limited or no consideration. For a full discussion, refer to: Zoë Laidlaw, 'Settler-Colonial Philanthropy and Indigenous Dispossession', *Dhoombak Goobgoowana: A History of Indigenous Australia and the University of Melbourne, vol. 1 Truth* (MUP, 2024 forthcoming), in University submission.

Where University of Melbourne Archives (UMA) records are referenced, UMA can provide digital copies of these items if required.

b. Teaching or conducting research based upon racist premises (e.g. eugenics, terra nullius); and

Much of the teaching and research in Australian universities has been conducted on racist principles. The forthcoming history of the University of Melbourne explores this in detail in relation to one institution. The following chapters represent the best knowledge that is available in *Dhoombak Goobgoowana: A History of Indigenous Australia and the University of Melbourne, vol. 1 Truth* (MUP, 2024 forthcoming) in University submission.

For introductory discussion refer to chapters:

- Ross Jones, James Waghorne, Marcia Langton, 'Introduction'
- Ross Jones and Simon Farley, 'Indigenous Knowledge'

More detailed discussion is provided in:

- Ross Jones, 'Eugenics, 1853–1945'
- Ross Jones, 'Eugenics, the 1950s and Beyond'
- Simon Farley, 'Flora and Failure'
- Kate Auty, 'Professor Ewart and "Mr Murnane"'
- Warwick Anderson, 'The Lost Languages of White Settler Civilisation'
- David Goodman, 'The History Discipline and Aboriginal Dispossession'
- James Waghorne, 'Defence Science, Expertise and Scientific Colonialism'
- Judith Ryan, 'Wurati and Trukanini'

Where University of Melbourne Archives (UMA) records are referenced, UMA can provide digital copies of these items if required.

c. Holding or acquiring First Peoples' ancestral remains.

- The University of Melbourne, in association with Museum Victoria, was the most significant repository of human remains, including remains of Indigenous peoples, in Victoria.

For discussion of these issues, refer to Section II 'Human Remains' in *Dhoombak Goobgoowana: A History of Indigenous Australia and the University of Melbourne, vol. 1 Truth* (MUP, 2024 forthcoming) in University submission.

- In compliance with amendments in 2016 to the *Aboriginal Heritage Act 2006* (Vic), UoM undertook an audit of ancestral remains held in University cultural collections. The findings of the audit were reported to the Victorian Aboriginal Heritage Council in compliance with the Act.
- In 2023 a subsequent audit was undertaken, and reported to senior University leadership, including the Vice Chancellor, Deputy Vice Chancellor Indigenous, Associate Provost, and Dean Faculty of Medicine Dentistry and Health Sciences. Work is underway to implement the recommendations of the Audit.
- In October 2022, the University entered into a MoU with the Victorian Aboriginal Heritage Council to provide oversight for the collaboration between the two entities to support the return of ancestors formerly held by the University of Melbourne.
- Museums & Collections Department is working closely with communities of origin to both identify and repatriate cultural objects from its collections. <https://museumsandcollections.unimelb.edu.au/indigenous/repatriation>
- An office has been set up in Darwin, including three key staff, to work closely with communities of origin to facilitate repatriation and community projects. <https://museumsandcollections.unimelb.edu.au/indigenous/news/new-darwin-office>
- Museums and Collections has commenced planning and design for a new cultural precinct known as The Place for Indigenous Art and Culture. The Place will house and care the Universities Indigenous collections. <https://museumsandcollections.unimelb.edu.au/indigenous/the-place>
- The University Collections team is undertaking the careful and considered process of bringing the Donald Thomson Collection into its care. <https://museumsandcollections.unimelb.edu.au/indigenous/news/donald-thomson-collection-relocation>
- The Universities Indigenous collections including, The Leonhard Adam Collection, Nancy Williams Library, The Donald Thomson Collection and The Woodward Collection will be rehoused in a purpose-built facility at the Parkville campus in Melbourne due to open mid-2027. <https://museumsandcollections.unimelb.edu.au/indigenous/collections>

Archives and Special Collections (Scholarly Services) along with Museums & Collections, and Faculty-situated Cultural Collections of the University of Melbourne have actively participated in regular audits relating to University of Melbourne's past practices of exhumation, collection, purchase, and management of First Peoples' Ancestral remains. University of Melbourne Archives has reported on the historic records which outline this practice of collecting First Peoples' Ancestral remains. This is compliant with University of Melbourne's obligations under the *Aboriginal Heritage Act, 2006* (Vic), and is reported to the Victorian Aboriginal Heritage Council.

The following chapters represent the best knowledge that is available in Dhoombak Goobgoowana: A History of Indigenous Australia and the University of Melbourne, vol. 1 Truth (MUP, 2024 forthcoming) in University submission.

- Marcia Langton, Louise Murray & Anthony Sinni, 'The Murray Black Collection of Aboriginal Ancestral Remains'

Where University of Melbourne Archives (UMA) records are referenced, UMA can provide digital copies of these items if required.

Question 31

Question 31: Provide an explanation of key interactions between the University and Traditional Owner groups on which its campuses and facilities are based, including:

- 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).

Traditional Owners Advisory Group

The Traditional Owners Advisory Group is an advisory body to the University comprised of representatives from the unceded lands on which the University's campuses and key activities are located, representatives from key Indigenous partner organisations and Elders and Respected Persons with whom the University has a long-standing relationship.

The Traditional Owners Advisory Group reports to the Vice-Chancellor's Advisory Group and University Executive after each bimonthly meeting. Please note that the membership of this group is listed in response to Question 24.

As seen in the diagram below, the Traditional Owners Advisory Group has several committees and working groups which report respectively back to it:

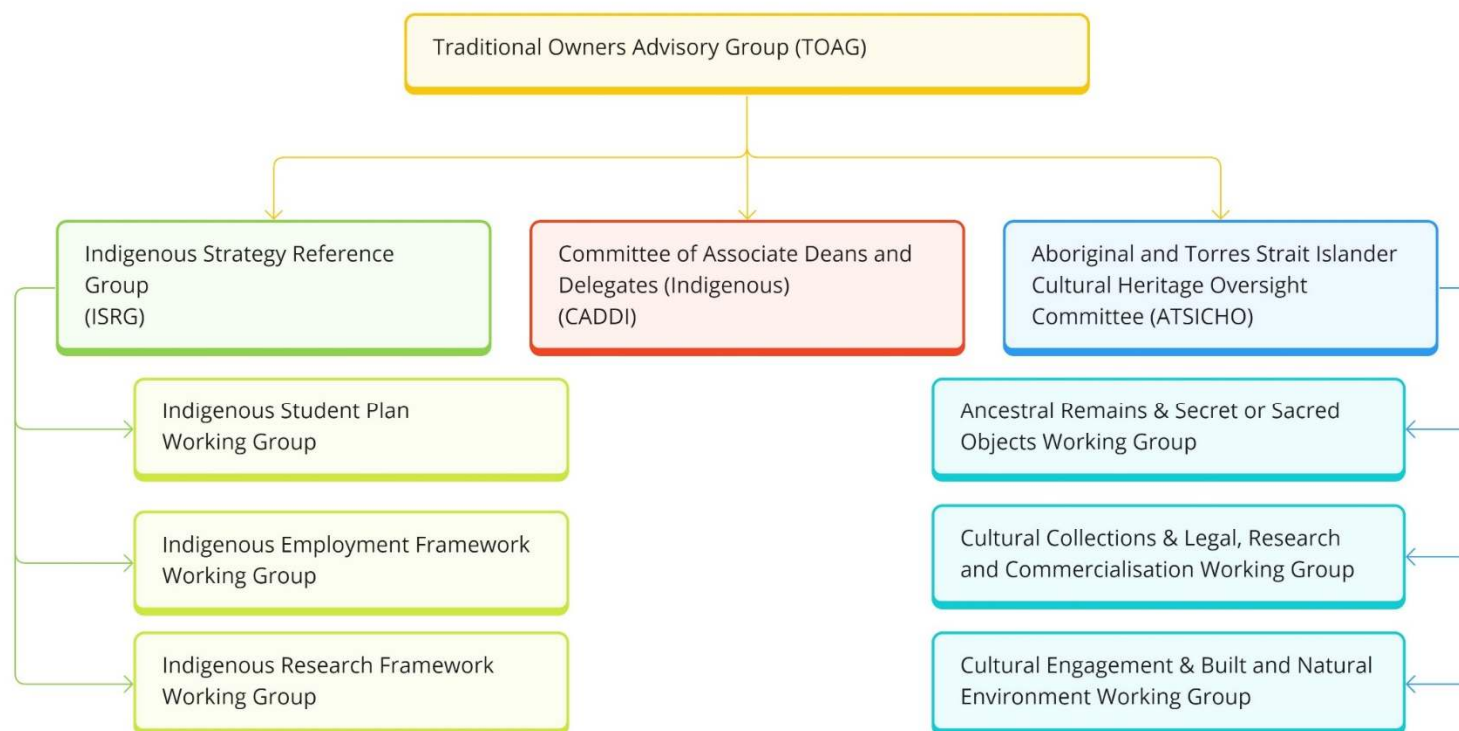


Figure 6: Organisational chart showing the reporting lines for the Indigenous Governance Committees and their associated working groups.

Strategic Place-based Partnerships

The University has a dedicated central Indigenous Partnerships team led by an Indigenous Director who reports to the Deputy Vice-Chancellor (Indigenous). The team plays a pivotal role in cultivating strength-based collaborations. The team identify and establish partnerships with Indigenous Traditional Owners, Elders,

community entities, industry leaders, and government agencies, guided by principles of self-determination. Indigenous partnerships team facilitates three strategic place-based partnerships working within metropolitan, regional and remote regions of Northeast Arnhem Land, Goulburn Valley and Narm. The emphasis lies on recognising and amplifying the strengths within Indigenous communities through leveraging teaching and learning and research that responds to Indigenous community priorities.



Figure 7: Organisational chart showing the Governance Committees for the University's strategic place-based partnerships and their associate advisory and steering groups. Please note that the University is considering adding an overarching governance committee that the three main committee would report into.

Wominjeka

Wominjeka occurs at the commencement of the academic year (late February/early March) to acknowledge the Wurundjeri people and their Elders past and present, upon whose land the University community studies and works, and to welcome and acknowledge Indigenous students and staff. All members of the University community and the general public are invited to Wominjeka.

Links below to information regarding the last two events:

[2023 – Wednesday 1st March;](#)

[Wominjeka address](#) given by Professor Barry Judd, (as Pro-Vice Chancellor (Indigenous) in 2023)

[2022 – Wednesday 2nd March](#)

Estate Plan

The University's new [Estate Master Plan](#) provides a blueprint for the future development of its campuses and precincts. It seeks to create inclusive, connected and enriching environments that respect the traditional lands on which our campuses stand and recognise the University's strong connection to place.

Objectives of the Estate Plan include consideration of the following:

- Reflecting the cultural values of Traditional Owners and other Knowledge Holders.
- Serving as a Gathering place for sharing and debating knowledge and ideas, as well as fostering positive networks and communities.
- Maintaining a significant collection of cultural artifacts to contribute to reconciliation, education, and the conservation of knowledge for future generations.

Ngargee Design Guidelines for Fishermans Bend Campus

The [Ngargee Design Guidelines](#) outline principles for designing spaces that respect and celebrate Indigenous cultural practices and values. These guidelines provide direction on incorporating traditional knowledge and storytelling into architectural and landscape designs, ensuring that Indigenous perspectives are honored and preserved. By following these guidelines, designers can create environments that foster connection, understanding, and appreciation of Indigenous culture.

The University is actively engaged in research and collaboration within the Fishermans Bend area. With its expertise in various fields including urban planning, architecture, engineering, and social sciences, the university plays a crucial role in shaping the future of Fishermans Bend.

The two key objectives for Fishermans Bend with respect to these specific design guidelines for the University are:

- *Create a distinct campus rooted in the ecological, Indigenous and industrial legacy of the site.*
- *Create a tailored approach to embedding the Wurundjeri Woi Wurrung and Boon Wurrung / Bunurong past, present and future of the site into the campus*
i.e. viewing the plans to include a political, cultural, economic and social perspective.

Sub-themes include viewing the plan from the perspectives of country (place), people and culture.

Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation: Education Program

Through the University's strategic Indigenous Partnerships in Narm and Goulburn Murray, relationships are being established with Kulin nations and Yorta Yorta to understand the community priorities and determine together the ways the University can contribute to the communities on whose land the University operates. The most recent development through these partnerships has been the location of the [Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation's](#) Education Program team on the University's Parkville campus. This will provide a cultural space for any time Wurundjeri are on campus.

Initiatives at the Faculty of Fine Arts and Music

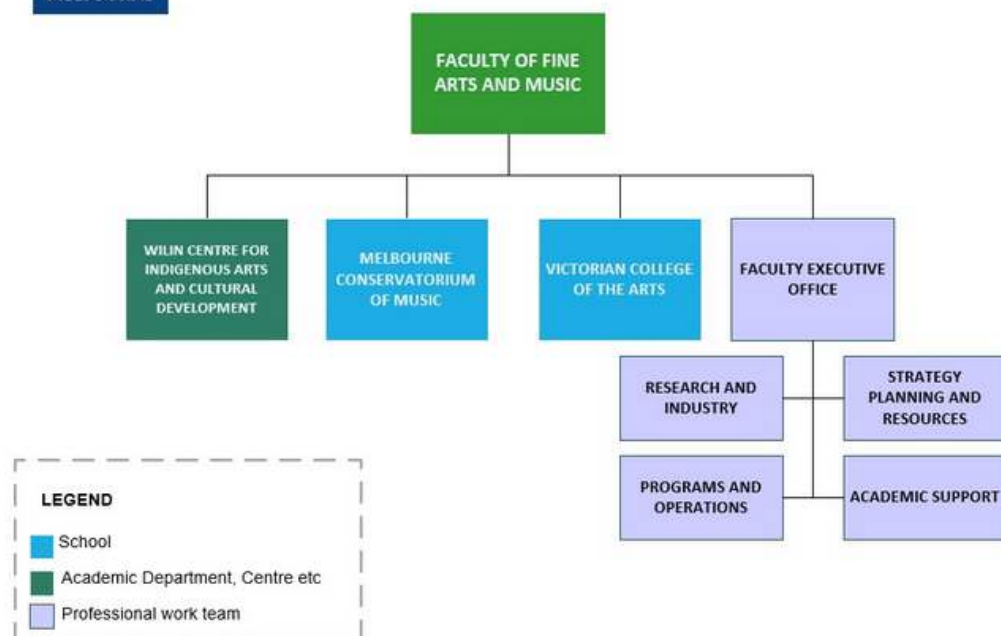
At the Victorian College of the Arts, N'Arweet Carolyn Briggs (Boonwurrung Elder) has been appointed Professor and is regularly consulted and teaches into the curriculum.

The Faculty of Fine Arts and Music coordinates with Traditional Owners and Faculty leaders for Welcome to Country across the Faculty Calendar. On an annual basis as a minimum, this includes Orientation week, the start of all new commencing students' journeys, opening with traditional owners performing a smoking ceremony for the staff and students. Throughout the week, the schedule ensures that indigenous knowledges are at the forefront.



FACULTY OF FINE ARTS AND MUSIC

Structure

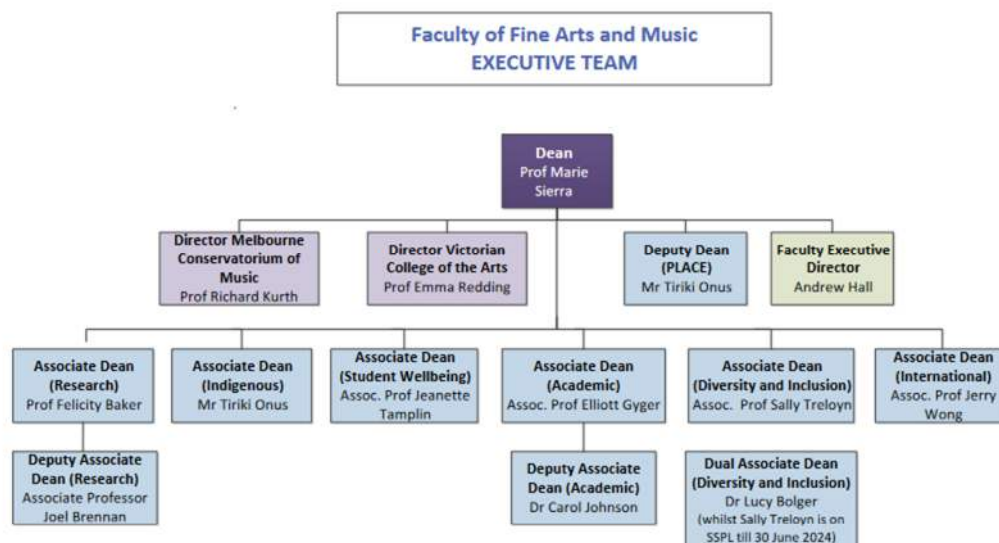


In addition, the Faculty of Fine Arts and Music provides the space/opportunity for senior level staff to meet, connect and engage with First Nations Traditional owners to increase sensitivity of placed based activities and knowledges.

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

Within FFAM's structure (please see above) is the [Wilin Centre](#), an integral part of the Faculty, one that empowers all members of the University and the community to engage with, celebrate and amplify Indigenous knowledges and voices. There are seven staff members.

There are also key positions within the Faculty Executive team of Deputy Dean Place (a 2-year position focusing on the University's Advancing Melbourne Strategy pillar of 'Place', which includes Indigenous Knowledges) and Associate Dean Indigenous (an ongoing position in the Faculty (governance chart below as of February 2024).



Key

University Academic Executive	Academic Executive
Professional Executive	Academic

For updates contact the Faculty Office:
FAMFacultyOffice@groups.unimelb.edu.au

As of Feb 2024

Faculty Office = General = 07 Human Resources = 7.07 Position Classification = 7.7.4 Org charts

c. Governance structures for the interactions and/or engagements to be reported through (including, where appropriate, in reference to an Organisational Chart).

Referring to the chart above, the Deputy Dean Place and Associate Dean Indigenous are part of the extended Dean's Team that advises the Dean regarding management and operational matters, whilst the Faculty Executive meet on a monthly basis to provide advice and make strategic decisions for the Faculty. In addition, the Wilin Centre reports to Faculty Executive and key communications cascade to both schools and their respective Executive teams within the Faculty.

7. *OTHER*

Question 32

Question 32: Are there any other matters which the University would like to add, relevant to Yoorrook's inquiries?

*Dhoombak Goobgoowana, A History of Indigenous Australia and the University of Melbourne, **Volume I Truth*** was submitted to the Yoorrook Justice Commission on 6 February. *Dhoombak Goobgoowana, A History of Indigenous Australia and the University of Melbourne, **Volume II Voice*** will be submitted to the Commission in May.

University Archives

The University of Melbourne Archives maintains collections that could potentially pertain to additional matters of interest to the Yoorrook Justice Commission, such as slavery, stolen wages, domestic servitude, and child labor. The University seeks to disclose this information in the spirit of transparency.

Ngarrnga project

The Ngarrnga Project's aim is for all Australian students to have the opportunity to connect with the knowledge systems, histories and cultures in a more meaningful manner. The [project](#), supported by the University as well as BHP, is creating high-quality, innovative curriculum resources for educators, complemented by the delivery of masterclass-style professional development.

This project targets teachers, principals and pre-service teachers, spanning all subjects from early childhood to Year 12. As a Signature Project at the University, it is a collaboration between the Faculty of Education, Indigenous Studies Unit and Indigenous Knowledge Institute. These teaching resources are rigorously tested and evidence-based. They are created by Indigenous Knowledge experts and teachers, and they are piloted in classrooms and refined based on teacher feedback. This means educators can have confidence in the quality and integrity of the Ngarrnga resources, knowing that they directly link to curriculum outcomes.

Indigenous Outcomes Performance Report

The annual *Indigenous Outcomes Performance Report (IOPR)* presented to University Executive, highlights the University's work with respect to reconciliation and its strategic Indigenous priorities.

The IOPR provides data and information that better enables the University to evaluate the success of its Indigenous strategies and programs and develop initiatives that address identified areas of concern. The IOPR now provides an extensive longitudinal record of the University's performance in relation to Aboriginal and Torres Strait Islander outcomes dating back to 2011. The IOPR is based on the Indigenous Outcomes Measurement Framework (see [HERE](#)).

The Indigenous student headline targets were revised in September 2018 and the Indigenous staff headline participation target revised in 2020. Progress against student and staff targets is summarised below for 2022 (a more extensive summary can also be found [HERE](#)):

Student Targets		Performance	Comments
1	Indigenous student headcount to reach 1000 by 2029	Some progress	The trend in Indigenous student enrolments has shown strong improvement from 2015, with a 78% increase in enrolments since that year and 490 students enrolled in 2022.
2	Undergraduate to graduate student ratio to be equal for Indigenous and non-Indigenous students by 2025	On target	In 2022, the ratio of Indigenous undergraduate to graduate students was 0.91, compared to a ratio of 0.98 for non-Indigenous students. The change in the ratio for Indigenous students between 2020 and 2022 is largely the result of a substantial increase in graduate enrolments, particularly at the Higher Degree Coursework level.
3	Undergraduate success ratio between Indigenous and non-Indigenous students of 1 by 2025	Poor progress	Progress towards the University's headline targets of a success ratio of 1 between Indigenous and non-Indigenous students at both the undergraduate and graduate coursework levels by 2025 has been less promising than progress against participation targets. The success ratio for Indigenous undergraduate students has improved since 2018, while it has remained relatively stable for graduate students over the same period.
4	Graduate coursework success ratio between Indigenous and non-Indigenous students of 1 by 2025	Some progress	
Staff Targets		Performance	Comments
5	Indigenous staff numbers to reach 350 by 2025	Poor progress	The University's Indigenous staff numbers increased substantially between March 2021 and March 2023, having fallen in 2021 for the first time since staff numbers were first reported in the IOPR in 2014. Modelling indicates that the University would need an increase of 69 staff, from 186 in 2023 to 255 in 2024 to be on target to reach 350 staff by 2025. As such, significant additional effort to recruit and retain Indigenous staff, particularly Academic staff, will

6	Academic to Professional staff ratio to be equal for Indigenous and non-Indigenous staff by 2025	Some progress	<p>be required to meet this target. The University's Indigenous staff numbers increased from 2015 to 2020 and, despite a decrease in 2021, remain above the Go8 and national averages over this period. The strong growth in Indigenous Academic staff numbers between 2018 and 2023 has positively impacted the Academic to Professional staff ratio over this period, but losses of Indigenous Professional staff in 2020 and 2021 have also contributed to the improvement in the ratio. The current ratio figures indicate that for every Indigenous Professional staff member there are 0.98 Indigenous Academic staff, while the ratio for non-Indigenous staff is now 1.18. Despite the promising improvement since 2018, continued efforts will be needed if the University is to meet the target of an equal Academic and Professional staff ratio for Indigenous and non-Indigenous staff by 2025.</p>
7	UOM 8 and above to less than UOM 8 Professional staff ratio to be equal for Indigenous and non-Indigenous staff by 2025	Poor progress	<p>In March 2023, the University had 23 senior (level UOM 8 and above) Indigenous Professional staff, a substantial improvement on the figure employed in March 2019 being less than 10². Despite this improvement, there remains a clear disparity with respect to the ratio of senior Indigenous Professional staff compared to senior non-Indigenous Professional staff with a ratio of 0.33 compared to 0.54 for senior non-Indigenous staff. Moreover, some of the improvement in the ratio since 2019 is explained by a reduction in Indigenous staff numbers below UOM 8, rather than an increase in Indigenous staff above this level alone.</p>

² Figures have been adjusted to protect the privacy of Indigenous staff