

INDIGENOUS PARTICIPATION STRATEGY

A Strategy to Improve Indigenous Participation at Victoria University



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Victoria University CRICOS Provider No. 00124K

VICTORIA UNIVERSITY
MELBOURNE AUSTRALIA

LIST OF ILLUSTRATIONS

- Cover Mumgu-Dhal Tyama-Tiyt students weaving project at Iramoo, St Albans Campus
- Inside cover Smoking Ceremony at Moondani Balluk Indigenous Academic Unit, St Albans Campus
- 4–5 Wurundjeri Creation Story mural boards – designed by Wurundjeri Elders, Iramoo and VUCIP students at Iramoo, St Albans Campus
- 6 Moondani Balluk Indigenous Academic Unit Logo designed by Paola Balla, Wembawemba, VU graduate and employee
- 8–9 Indigenous garden at Moondani Balluk Indigenous academic Unit designed and planted by Mumgu-Dhal Tyama-Tiyt students and Iramoo staff, St Albans Campus.
- 10 Jindi Woraback Children’s Centre at St Albans, kindergarten class cultural awareness session at Moondani Balluk Indigenous Academic Unit.
- 12 Classroom artwork deigned by Paola Balla, Wembawemba, and Annette Sax, Taungurung.
- 17 Cultural Day event planned and delivered by Moondani Balluk Indigenous academic Unit and Iramoo staff at Iramoo, St Albans Campus.
- 18 Moondani Balluk Indigenous Academic Unit, College of Education and Sir Zelman Cowen Centre staff with Yorta Yorta Elder, Monica Morgan.
- Inside back cover Signage within the Iramoo site, St Albans Campus.

ABORIGINAL WORDS

- Iramoo** – great grassy plains (Woiwurrung)
- Jindi Woraback** – unite/come together (Woiwurrung)
- Karretta Yirramboi** – to grow tomorrow (Gunditjmara and Taungurung)
- Kyinandoo** – clever (Dja Dja wurrung)
- Moondani Balluk** – embrace people (Woiwurrung)
- Mumgu-Dhal Tyama-Tiyt** – message stick of knowledge (Woiwurrung and Keeraywoorong)
- Nyerna** – to sit, to listen, to learn, to remember (Yorta Yorta)
- Toorong Marnong** – joined hands (Woiwurrung)
- Wurreker** – message carrier (Wembawemba)



VICE-CHANCELLOR’S FOREWORD

Victoria University is committed to being *The University of Opportunity*; a place of learning and scholarship that is welcoming and accessible to any and all who seek to grow and find true success through the power of education; a place of rewarding employment, where skills and hard work can be put to use for self-improvement and for the benefit of the community and University.

It is this spirit that informs this Strategy and our commitment to improving Indigenous Participation at Victoria University. The initiatives contained within this document are designed to ensure that the aspirations for “empowerment” and “engagement” that are laid out in the University’s vision and mission result in improved participation and outcomes for Indigenous people at Victoria University.

While they are many and varied, the initiatives in this document share a number of fundamental features. First, the desire to remove and address barriers to Indigenous entry and participation; second, to create a welcoming, culturally aware and rich environment that recognises and

celebrates Indigenous people; and third, to ensure that Victoria University is embedded within and engaged with Indigenous communities and people, especially those within our home in Melbourne’s west, and in particular the ancestors, Elders and families of the Wurundjeri and Boonwurrung of the Kulin whom we acknowledge as the custodians of University land. As traditional owners, the Kulin have left their cultural footprints in the landscape. The University respects their unique role in this region and will continue to work with the Kulin and other Indigenous community members in the spirit of reconciliation to share and grow the cultural heritage of the west.

Our first course will be to ensure that participation rates at Victoria University match population proportions at the western Melbourne and Victorian state levels, while our ultimate aim is to ensure Indigenous participation rates reflects national proportions. It is upon these measures that we will assess our trajectory and success.



INTRODUCTION

Victoria University has a long history of commitment to Indigenous¹ participation in education, research, knowledge exchange and employment at the University. Key policy initiatives have included:

- Foundation of the Moondani Balluk Indigenous Academic Unit
- Development of an Acknowledgement Policy
- Development of an Aboriginal Education Policy
- Implementation of the Yanneit Employment Strategy
- Participation in the Toorong Marnong VVCC and VAEAI Accord
- Implementation of a Wurreker Plan in collaboration with the Victorian Government
- Delivery of the Bachelor of Education (Nyerna Studies) now replaced by the Bachelor of Arts (Kyinandoo).

The Moondani Balluk Indigenous Academic Unit (Moondani Balluk) was approved for establishment by the Vice Chancellor in February

2006 with a remit to deliver the Bachelor of Arts (Kyinandoo), support Indigenous students, and enable the University to provide a culturally safe environment, engage with local Indigenous community to increase access and participation across University programs. Moondani Balluk was launched by the Vice Chancellor, along with the Yanneit Employment Strategy in March 2006. The University has also documented its commitment to vocational education and training through the Wurreker Plan. This plan is part of the performance service agreement with Higher Education Skills Group and details specific strategies for ensuring the success of Indigenous students undertaking Vocational and Further Education.

The Aboriginal policies of the University were reviewed in 2012 and joined up to provide a comprehensive outline of principles and practices on Indigenous education and have been retitled to the Aboriginal and Torres Strait Islander and Acknowledgement Policy. The reviewed policy is now moving to finalisation through the various University governance processes.

In regard to Victorian specific Indigenous education, the University is a partner in the Victorian Vice-Chancellor's Committee and the Victorian Aboriginal Education Association Incorporated in the Toorong Marnong Accord. The Accord aims to provide collaborative programs and activities that enable Indigenous Victorians to access and participate in higher education programs. Toorong Marnong was launched in federation Square during the World Indigenous Peoples Conference on Education in 2008. The Wurreker Plan is a University document that outlines the strategies and actions that aim to implement the objectives of the Plan. The Wurreker Strategy is a partnership agreement between the Victorian Government and the Victorian Aboriginal Education Association Incorporated (VAEAI) to improve education and training delivery for Indigenous students in order to achieve quality education, training and employment outcomes.

¹ Indigenous in this paper refers to Aboriginal and Torres Strait Islander people.



The Wurreker Implementation Plan also covers Indigenous employment, with an aim to close the gap in Indigenous employment as outlined in the Karreeta Yirramboi and also to provide career development and sustainable employment pathways for Indigenous staff. There is also a focus on the cultural environment and to increase involvement of Indigenous community members in educational decision making.

In 1998, the University worked closely with the Indigenous community in Echuca to design and deliver a multi-entry multi-exit off-campus higher education degree program that aimed to meet the stated educational needs of that community. This program was launched by the Vice-Chancellor and Professor Mick Dodson in 2001 and delivered in Echuca and at Northlands Secondary College until 2006 when it was replaced by the Bachelor of Arts (Kynandoo) program.

In August 2011 the University Council approved *Victoria University's Strategic Plan for 2012–2016: Excellent, Engaged and Accessible*, setting ambitious goals for student outcomes.

The University's Strategic Plan established eight Priorities, one of which, a Social Inclusion Priority under the University's curriculum and student experience platform, had among its aims the desire to improve Indigenous participation at Victoria University:

Social inclusion priority

Build upon the existing social inclusion and equity strategy to widen the opportunities for non-traditional students to access and succeed in tertiary education and in particular, grow the proportion of students from Aboriginal or Torres Strait Islander backgrounds choosing Victoria University to support them to participate in both community and education, and assist their transition into the workplace.

Our aspiration is that a greater proportion of students from Aboriginal or Torres Strait Islander backgrounds choose Victoria University as a university which is welcoming, culturally safe, celebrates their culture and supports them to participate in both community and education, and assists their transition into the workplace.

To achieve this Priority, the University recognised the need for a stand-alone Indigenous Strategy and for a Strategy that encompasses all aspects of University activity and community, encompassing research, knowledge exchange and employment as well as education; vocational and higher education. As such, the University has outlined a series of goals for Indigenous educational participation and achievement that are designed to support the attainment of aspirations of the Social Inclusion Priority.

In November 2012, the University commissioned Professor Larissa Behrendt to work with the University to develop an Indigenous Education Strategy (IES). Professor Behrendt was given a brief to work with Senior Management and the Moondani Balluk Indigenous Academic Unit (Moondani Balluk) to:

- Make recommendations on Indigenous teaching and learning, research and research training and courses of study.
- Establish Victoria University as a supportive and significant education provider for Indigenous people across all course offerings.

- Maintain and further develop Indigenous community engagement, partnerships and research opportunities.

This Indigenous Education Strategy (IES) is based on this work, and is also informed by the final report of the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People. In many respects, the objectives laid out in this document reflect the recommendations arising from the Review, taking into account the demographics and anecdotal evidence of the Indigenous population of the western suburbs of Melbourne. In addition, the IES draws on and leverages from existing experience and traditions of Victoria University, in particular, the commissioned objectives and the role of the Moondani Balluk. Finally, the IES has been crafted to align with and reinforce the connections and relatedness of the University's Strategic Plan.

BOX 1: VICTORIA UNIVERSITY MISSION

Through its distinctive approach to curriculum, the student experience, research and knowledge exchange, emphasising engagement with industry and community, Victoria University, as outlined in its 2012–2016 Strategic Plan, will be renowned for:

- Empowering students from diverse countries and cultures, socio-economic and educational background, to be successful lifelong learners, grow their skills and capabilities for the changing world or work, and be confident, creative, ethical and respectful, local and global citizens;
- Finding creative and evidenced-based solutions to important contemporary challenges in Australia, Asia and globally, relating especially to education and lifelong learning. To health and active living, to the cultural diversity and well-being of communities, to economic development and environmental sustainability, and to the success of particular industries and places, especially our heartland of the West of Melbourne, Australia's fastest growing region.

INDIGENOUS PEOPLE OF MELBOURNE'S WEST



PAOLA MORABITO'S MOONDANI BALLUK DESIGN

The original design was fitted into the VU triangle logo so that it showed the embodying relationship between the University and Moondani Balluk and the meaning of "embracing people" – being embraced by the University.

The overall design, colour and shape are evocative of the western metropolitan region landscape and waterways.

The shape of the main piece of the artwork has dual meanings. The outside lines are the shapes of boomerangs which represent the return of knowledge or inquiry to the community from the University and from the community to the University. The second meaning shows the shape of an eel, a rich and plentiful food source of the Woiwurrung (Wurundjeri) and Boonwurrung peoples – as seen by the eel traps and woven eel baskets used by the traditional owners of land along the Maribyrnong.

The line designs contained within the main piece represent Woiwurrung and Boonwurrung land, culture, law and connection as continual.

The 2 "bora ring" shapes (containing six circles) represent Indigenous knowledge and show the context of imaginative inquiry, excellence and equality, which are values of the University, and also show the vision of Moondani Balluk Indigenous Academic Unit of access, respect and justice and our relationship to land, culture, Elders and lore.

Aboriginal people of the Kulin have occupied the Port Phillip Bay region for over 30,000 years, as indicated by the Keilor Archaeological excavation in the Maribyrnong valley, burial sites and associated artefacts dating from approximately 17,000 years from the Maribyrnong and Werribee valleys, and the large stratified deposit of stone artefacts and a hearth, which was utilised from at least 2160 years ago.

In 1835, the Aboriginal² population within the entire Port Phillip District was said to be between 8,000 and 15,000. By 1850, this fell to around 5,000. Anecdotal evidence suggests that perhaps only three or four families of Kulin descent now live in the western suburbs of Melbourne.

Data from the 2011 ABS Census shows that the Indigenous population of Melbourne's western suburbs comprises 0.6% of the total population, which in absolute numbers totalled 3673 persons. In 2011, 9.2% of the

Indigenous population were attending a secondary school, 6.9% were attending a tertiary/technical institution and 20.9% were in full-time employment.

Recently, the Western Suburbs Working Group³ undertook a Community Survey, which has been completed by 60 individual Aboriginal people. As at May 2013, survey respondents have stated that they are proud to be Aboriginal, but that there is an insufficient number of enough culturally relevant programs and services for them to access, and that they would like to see Indigenous community hubs established in Melton, Werribee and Footscray.

² Aboriginal in this paper refers to Aboriginal people only.

³ The Working Group consists of Indigenous workers, Statewide ACO representatives; Local City Councils and Western suburbs service provider representatives.

THE INDIGENOUS POPULATION AT VICTORIA UNIVERSITY

Victoria University can trace its origins as far back as 1916, with the formation of what was then known as the Footscray Technical School. After successive mergers of tertiary and vocational institutions across Melbourne's western suburbs, Victoria University of Technology was established in 1990, and renamed Victoria University in 2005. Today, VU is one of the largest and most culturally diverse education institutions in Australia, and one of only five multi-sector universities offering vocational education (TAFE) and higher education courses.

Victoria University now has more than 50,000 enrolled students, which includes more than 13,400 international students studying our courses onshore or with our partner institutions offshore. More than 2,700 academics, teaching and general staff join with the University's students to make Victoria University a university that is excellent, engaged and accessible. VU maintains strong links with local communities, government and industry, and is distinctive because of its transformational role in improving the lives of people and communities, especially in the western metropolitan region of Melbourne.

Despite this, in 2012, the University's Indigenous student population was made up of 337, of which 74 were enrolled in higher education courses and 263 in Vocational Education and Training. Further breakdown of the higher student numbers is shown in the table below, with 12 in postgraduate courses and the remainder undertaking undergraduate degrees. In total, Indigenous students represented 0.3 per cent of the entire higher education student body, and 1 per cent of the VET equivalent, meaning that work must be done in order to ensure that our student numbers match regional and national ratios.

The University is committed to ensuring that its student population reflects the demographics of the wider society. As part of this, the University will, in the first instance, work to ensure that its student body reflects the local community demographic. This means that our first priority is to ensure that the student Indigenous population is reflective of the Indigenous population in Melbourne's west. The longer term aim will be to move beyond this, and to achieve levels of Indigenous University attendance that match the national Indigenous proportion of over 2 per cent. To do this, a series of strategies will be adopted to address any barriers to entry, and

to provide opportunities for Indigenous students to grow and prosper.

While work must be done to ensure that our student population matches the demographic of the local area, in the case of staff employment the University currently reports levels that are congruent with those of the local region, with 0.6 per cent of our staff having an Indigenous background. The aim here, therefore, will be to develop strategies that move beyond this, to provide greater opportunities for Indigenous employment and career opportunities for Indigenous people at VU.

VICTORIA UNIVERSITY INDIGENOUS STUDENT POPULATION 2012

Higher Education	Postgraduate Students	
	Doctorate By Research	5
	Grad Dip/Post Grad Dip (Pass or Honours) – Acad, Prof, Voc	3
	Masters By Coursework	3
	Masters By Research	1
	Postgraduate Student total	12
	Undergraduate Students	
	Bachelors Pass	61
	Cross Provider Program – Under Grad at Home Hep	1
	Undergraduate total	62
	Higher Education total	74
Vocational Education and Training (VET)	Diploma	24
	Certificate IV	75
	Certificate II	70
	Advanced Diploma	12
	Certificate I	33
	Certificate III	69
	Other Non Award	13
	Certificate	4
	Graduate Certificate/Vocational Graduate Certificate	5
	Statement of Attainment	4
	VET total	263

Total For Entire University 337



OBJECTIVES AND ACTIONS



The ultimate aim of this Strategy will be to ensure that (i) Indigenous student and staff participation in Victoria University community reflects the proportion of Indigenous people in the national population, (ii) that Indigenous students achieve at least the same successful outcomes as non-Indigenous students, and (iii) that Indigenous staff achieve at least the same career success as non-Indigenous employees of the University.

As noted above, the last Census found the Indigenous population in Victoria was 0.7 per cent of the total population, which is approximately one quarter of the figure for the national population. Recognising this reality, the University will, in the first instance, aspire to meet the Victorian average. As such, this Strategy includes objectives designed to enable the state based participation rate to be met in the short-to-medium-term. However, the longer term aim is to ensure that the University can move beyond this, and achieve Indigenous participation rates above the state average.

With this in mind, achieving greater Indigenous participation will be guided by eight objectives and actions, which

as noted elsewhere, are shaped in large part by the objectives detailed in the Commonwealth review, including:

1. Achieve an increase in Indigenous undergraduate and postgraduate student enrolment rates with a goal to achieve the state population parity of 0.7 per cent.
2. Achieve Indigenous VET, undergraduate and postgraduate progression and completion rates that are equal to those for other VET, undergraduate and postgraduate students at VU.
3. Ensure that all courses specifically offered to Indigenous students are of high quality, appropriately supportive, academically rigorous and aligned to the expectation of students and requirements of potential employers.
4. Develop Indigenous competency amongst students by striving to create an environment in which all students have the opportunity to gain knowledge of Indigenous Australians.
5. Develop and promote Indigenous research across VU.

6. Raise the visibility of Indigenous people and culture across VU.

7. Achieve Indigenous staff employment rates that are reflective of the Indigenous working population, and Indigenous retention rates and levels of seniority are commensurate with VU non-Indigenous staff.

8. Offer Indigenous staff appropriate professional development opportunities to enable them to fully realise their potential within their discipline or profession.

As can be seen, these objectives and actions include those to support the University's existing Indigenous students and staff, coupled with actions and objectives aimed at growing the current cohort of Indigenous students and staff. The methods of achieving these goals will be through academic programs, research, community engagement, pathways and employment opportunities. Further, beneath each of these are the higher level objectives sit a series of tangible and concrete actions. The specific actions to be taken have been detailed in the Table below, which also articulates the timeframe for their implementation.

VICTORIA UNIVERSITY INDIGENOUS EDUCATION STRATEGY

OBJECTIVES AND ACTIONS TO RAISE INDIGENOUS PARTICIPATION

ACTIONS	RESPONSIBLE SENIOR LEADER	IMPLEMENTATION DATE
Objective 1. Achieve an increase in Indigenous undergraduate and postgraduate student enrolment rates with a goal to achieve the state population parity of 0.7 per cent.		
CREATE DEMAND		
Develop and implement targeted recruitment strategy by end of December 2013	Vice-President (Marketing)	Strategy developed by Dec 2013, with implementation in 2014.
Work in partnership with industry, community and government organisations to engage with prospective students	Vice-President (Marketing)	To commence in 2014
Review information on barriers that prevent Indigenous students from participating and pilot program with partners (organisations/schools) in Melbourne's West to address these barriers	Vice-President (Marketing)	Early 2014
In partnership with community organisations and schools implement targeted communications with influencers in Indigenous Community	Vice-President (Marketing)	Commence late 2013/ early 2014
Utilise Indigenous student ambassador for peer marketing	Vice-President (Marketing)	Commence late 2013
Utilise mobile Gateways van to go to community groups with specialist activities (e.g. Try a trade; Careers information etc)	Vice-President (Marketing)	Late 2013
Provide funding for Indigenous Schools Programs/Recruitment Officer. This will be budget dependent.	Vice-President (Marketing)	Mid 2014
BUILD PROFILE AND REPUTATION		
Communicate teaching and learning outcomes, opportunities and capability for the provision of education to Indigenous community	Vice-President (Marketing)	Program to commence in early 2014
Share success stories of Indigenous students, graduates and staff	Vice-President (Marketing)	To be embedded in existing tools by end? 2013
Utilise social and traditional media to promote opportunities and outcomes	Vice-President (Marketing)	Commence in late 2013
ENABLE OTHERS TO MARKET		
Develop specialist marketing collateral for Moondani Balluk	Vice-President (Marketing)	March 2014
Objective 2. Achieve Indigenous VET, undergraduate and postgraduate progression and completion rates that are equal to those of other VET, undergraduate and postgraduate students at VU.		
Establish measures and incremental targets for student progression, pathways and completions aimed at achieving parity by 2018	DVC Academic and Students	Q2 2014
Develop an Indigenous success program based on the University's First Year Experience Model piloted in the College of Business in 2013	DVC Academic and Students	Q4 2014
Implement cross-university Indigenous success program.	DVC Academic and Students	2015
Support the Mumgu-dhal tyama-tiyt in providing foundation studies with culturally specific courses that pathway into further education and employment.	DVC Academic and Students	Ongoing

OBJECTIVES AND ACTIONS TO RAISE INDIGENOUS PARTICIPATION

ACTIONS	RESPONSIBLE SENIOR LEADER	IMPLEMENTATION DATE
Support the Bachelor of Arts (Kynandoo) in providing a culturally specific career oriented course.	DVC Academic and Students	Ongoing
Establish and offer a specialist scholarship for Indigenous Students coming from secondary schools to undertake a VU course.	DVC (Academic and Students)	Implementation in second semester 2014
Objective 3. Ensure that all courses specifically offered to Indigenous students are of high quality, appropriately supportive, academically rigorous, and are aligned to the expectation of students and requirements of potential employers		
Undertake regular evaluations of Indigenous unit delivery across programs as a basis for continuous improvement of student outcomes and of the student experience.	PVCs (Colleges and Distinctive Specialisations)	First evaluation completed by early 2014. Audit cycles thereafter to be determined, but likely to be every two years.
Employ Indigenous academic staff to teach Indigenous Units.	PVCs (Colleges and Distinctive Specialisations)	First series of appointments to be made in 2014
Objective 4. Develop an Indigenous competency amongst its students by striving to create an environment in which all students have the opportunity to gain knowledge of Indigenous Australians		
Develop a suite of Indigenous Global Challenge units as part of the University's Curriculum Reform program.	DVC Academic and Students	2014
Identify further opportunities to include Indigenous knowledge and culture in VET, undergraduate and postgraduate programs.	DVC Academic and Students	2014–2016
Objective 5. Develop and promote Indigenous research across VU		
Develop a mentoring program for Indigenous researchers and Higher Degree by Research (HDR) students.	PVC (Research and Research Training)	Implementation in 2014
Appoint at least one Senior Research Academic Leader with a focus on research with Indigenous intersection.	PVC (Research and Research Training)	Within 5 years
Explore the possibility for appointments of Indigenous adjunct and other honorary research academic appointments	PVC (Research and Research Training)	By 2014
Allocate one internal Central Research Grant Scheme project to an Indigenous researcher where eligibility criteria are met and project is fundable. Applications to this specific scheme must have the support of the Moondani Balluk Academic Unit	PVC (Research and Research Training)	By 2013
Allocate and appoint at least one VU Postdoctoral Fellowship to an Indigenous researcher (either the general or the industry linked Fellowship) where eligibility criteria are met and project is fundable. The recruitment panel must include a member of the Moondani Balluk Academic Unit	PVC (Research and Research Training)	Appointment process to commence in 2014
Ensure that the University develops ways to leverage its research activities and its strengths to inform and advance knowledge in areas, issues and in causes of relevance to the advancement of Indigenous people.	PVC (Research and Research Training)	Commencing 2014 over a five year timeframe for all areas of the University to respond/have a program that addresses this strategy

OBJECTIVES AND ACTIONS TO RAISE INDIGENOUS PARTICIPATION

ACTIONS	RESPONSIBLE SENIOR LEADER	IMPLEMENTATION DATE
Allocate at least one VU PhD Scholarship to an Indigenous student where eligibility criteria are met and project is fundable. Consideration should be given to increasing the stipend from the standard rate to enable greater levels of support for living and other expenses.	PVC (Research and Research Training)	By 2014
The University will develop (or take advantage of existing) coursework units to include research course elements (PhD and Masters) that cater to Indigenous Students and are designed to facilitate and support them in their pathway and transition from undergraduate to postgraduate studies.	PVC (Research and Research Training)	By late 2014
Support for researchers, research supervisors and other research facilitators will be provided to enable them to better engage with Indigenous students and communities. This will be in many forms, including through the provision of specialised training.	PVC (Research and Research Training)	By 2014
Develop a research internship program for Indigenous people to gain exposure to and experience with working in research.	PVC (Research and Research Training)	By 2016
Develop an Indigenous Visiting Research Fellowship scheme	PVC (Research and Research Training)	The scheme is to be completed and implemented by end of 2014
Allocate a VU Post Doctoral Research Fellowship to an Indigenous application with at least one Indigenous academic staff member on the research team where eligibility criteria are met and project is fundable.	PVC (Research and Research Training)	First scholarship will be offered in 2014
Objective 6. Raise the visibility of Indigenous people and culture across VU.		
Develop and implement actions to acknowledge Indigenous people as Australia's first people and their history and culture, through various means, including (but not limited to) the adoption of acknowledgment policies; strategies and activities to raise the physical profile of Indigenous culture at University campuses; and exploring the possibility for festivals and activities that celebrate the rich and valuable contribution of Indigenous culture to University, Victorian and Australian life.	Vice-Chancellor, Senior Leadership Team	Ongoing
Finalise the online cultural awareness training package for staff.	Vice President People and Culture	May/June 2013
Update and link all Indigenous content pages on the VU webpage.	Vice President Infrastructure and Chief Information Officer	Completion in 2014
Support the Mumgu-Dhal program in Reconciliation events.	DVC (Academic and Students)	May 2013

OBJECTIVES AND ACTIONS TO RAISE INDIGENOUS PARTICIPATION

ACTIONS	RESPONSIBLE SENIOR LEADER	IMPLEMENTATION DATE
Objective 7. Achieve Indigenous staff employment rates that are reflective of the Indigenous working population, and Indigenous retention rates and levels of seniority are commensurate with VU non-Indigenous staff.		
Implement recommendations and actions, from the Yanneit Employment Strategy, as outlined below.		
Employment		
Develop a targeted employment approach by creating alignment between prospective staff (registered on the database) and recruitment processes and practices.	Vice-President (People and Culture)	Implementation to commence in 2013. Review Progress against Targets by 31 July 2014
Strengthen the University's relations with AFL sports ready and the College of Sports and Exercise Science, to increase Indigenous representation within the traineeship cohort, by identifying effective recruitment and engagement initiatives.	Vice-President (People and Culture)	
Continue to support the current on-campus Childcare Trainees to complete the requirements of the traineeship, which includes the attainment of their Certificates, Diploma and further educational standards within the time allocation of the traineeships.	Vice-President (People and Culture)	
Introduce new traineeship program, targeting community members, to work within specific disciplines across the University, specific areas to be confirmed (subject to Budget approval).	Vice-President (People and Culture)	
Work with Moondani Balluk to identify possible students, interested in working as part of the "Students as Staff" Program. Liaise with the "Students as Staff" program director to ensure, employment placements are suitable and appropriate for Indigenous people.	Vice-President (People and Culture)	
Cultural Support		
The Indigenous Community Liaison officer role will continue to provide an informal, one-on-one induction for all new Indigenous staff. Advise them of their entitlements regarding specific cultural leave, options regarding mentoring and support as required to fulfil the requirements of their roles.	Vice-President (People and Culture)	
Cultural Awareness Training		
Continue to promote online and face-to-face, Indigenous Cultural Awareness Training to the University Community.	Vice-President (People and Culture)	
Leadership Engagement – (making it everyone's business)		
Engage the Leadership Community to identify suitable opportunities to increase Indigenous staff representation, aligned to their responsibilities in the Diversity and Inclusion Strategy 2014 – 2016	Vice-President (People and Culture)	

OBJECTIVES AND ACTIONS TO RAISE INDIGENOUS PARTICIPATION

ACTIONS	RESPONSIBLE SENIOR LEADER	IMPLEMENTATION DATE
Objective 8. Offer Indigenous staff appropriate professional development opportunities to enable them to fully realise their potential within their discipline or profession		
Investigate relevant ways to improve the application of Indigenous staff to VU Professional Development programs, in particular Special Studies Program.	Vice-President (People and Culture)	Commence in 2013. Review Progress as against target by December 2013.
People and Culture to identify effective means to improve participation of Indigenous staff in Professional Development offerings, including the SSP and Academic Promotion application process.	Vice-President (People and Culture)	
Review the Promotions Policy to enable Indigenous specific roles to be incorporated into applications.	Vice-President (People and Culture)	
People and Culture to identify effective means to improve participation of Indigenous staff in Professional Development Offerings, including the SSP and Academic Promotion application process.	Vice-President (People and Culture)	



OVERSIGHT AND IMPLEMENTATION

The Vice-Chancellor will lead the development and implementation of Victoria University's Indigenous Strategy, delegating accountability to members of his Senior Leadership Team (SLT) as appropriate. In this capacity, the Vice-Chancellor chairs the Indigenous Strategy Leadership Committee which consists of senior leaders with direct accountability for the achievement of the Strategy and senior representatives of the University's Indigenous community. Specifically, it will include:

- Vice-President, People and Culture
- Deputy Vice-Chancellor, Academic and Students
- Vice-President, Marketing
- Pro Vice-Chancellor, Research and Research Training
- The two Pro Vice-Chancellors (Colleges and Distinctive Specialisations)
- Vice President, Knowledge Exchange, Industry and Skills
- Director, Moondani Balluk
- At least two other Indigenous staff members nominated by the Vice-Chancellor that represent both Higher Education and VET.

A series of Indigenous Program Implementation Groups will also be established to ensure that the programs and actions outlined in this document are on-track and achieve their desired aims.



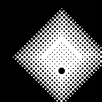
It will be a requirement that SLT members to report to the Vice-Chancellor on achievements and implementation activities within their portfolios at least bi-annually. Further, the strategies and objectives will be reviewed by the Vice-Chancellor in consultation with Moondani Balluk on an annual basis.





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