MONASH University

Institutional Performance Portfolio Information Collection 2010

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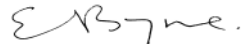# Vice-Chancellor's Certification Statement

I, **Professor Edward Byrne**

being the Vice-Chancellor/President (or delegated officer) of

Monash University

hereby certify that the information in these documents has been compiled in accordance with the guidelines for the 2010 Institutional Performance Portfolio Information Collection issued by the Department of Education, Employment and Workplace Relations and Department of Innovation, Industry, Science and Research, and that the information contained therein is correct.

Signed: _ENByrne._

Name: Professor Edward Byrne

Title: Vice-Chancellor and President

Date: 31 August 2010

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1.BENCHMARK GROUPING

Group of Eight Universities

2. STUDENT LOAD PLANNING
Future Student Load and Strategic Developments

Overview

Aligned with Commonwealth Government targets, over the next two to three years Monash University intends to increase its Commonwealth Supported places by between 25 to 30 per cent above the current baseline profile of 23,078 eftsl. In percentage terms, the majority of this growth is planned for the outer-metropolitan Berwick and Peninsula campuses and the rural Gippsland campus.

On-shore international numbers are not expected to grow with emphasis being placed on attracting students to a wider variety of courses, rather than the current large enrolments in business degrees.

The off-shore campuses in Malaysia and South Africa are expected to expand steadily.

Broad 'market' outlook

There is continued very strong demand and growth in the allied health and nursing disciplines from highly able applicants. Generalist degrees in the broad humanities and sciences have also shown increased demand. The demand for double degrees has grown significantly, particularly those in combination with law. However, information technology continues to decline.

Strategic Priorities

Monash University has given extensive consideration to the way in which it can support the Government targets around increasing participation in general and more specifically around the inclusion of more students from low socio-economic backgrounds.

The most significant strategic development in relation to these targets is the enhancement of courses and pathways at the Berwick campus. Berwick is in one of the fastest growing population corridors in Melbourne, but it is an area where the population has had lower participation rates. Careful examination of the aspirations of applicants from this area has lead to the development of strategic plans to introduce in 2012 a range of health and education courses at the undergraduate level: bachelors of Nursing (Primary Care), Social Welfare (Aged Care)/(Child Care), Health Science, Education (Primary)/(Special Education). Two or more masters degrees in education may also be offered depending on market research outcomes.

There will also be a substantial increase in the number of students taken into degree programs via TAFE articulation and through the Diploma of Tertiary Studies (DoTS) program. This latter program provides a 'second chance' to students who have not been able to gain a place at Monash University through the normal competitive selection process. Students are provided with extra support and on successful completion can enter the second year of a degree course. The DoTS program at Berwick has had enrolments of up to 100 eftsl and this is projected to increase to 350 by 2014. Overall, Commonwealth Supported Place (CSP) load at the Berwick campus is planned to grow to about 2000 eftsl by 2013 and to expand further to the year 2020.

As part of its strategic plans, Monash will continue to support increasing load at the Peninsula campus for nursing and allied health courses, in line with the Health and Wellbeing theme of this campus. This also includes increases in CSP load for the DoTS program which was introduced in 2010. This CSP load at this campus is expected to grow from a base of 2800 eftsl to around 3300 eftls in 2012.

With increased TAFE articulation agreements, an increased DoTS intake and introduction of new courses focussing on community needs, it is hoped that the Gippsland campus CSP load will grow by about 500 eftsl from a base of 2100 by 2013. However, much work is required to lift aspirations toward university study within the region.

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Commonwealth Supported Load Profile

The legislative changes allowing a defined level of fully-funded over-enrolment permitted the University to respond to increases in student demand and some fluctuations between discipline clusters, as well as to implement some strategic initiatives in response to student and employer demand.

The forecast CSP load profile for Monash in 2010 is 25,832 eftsl, approximately 12.4% above the Commonwealth target of 23,078 eftsl. With the lifting of caps, by 2013 Monash has planned to increase its CSP load by between 25-30% above the 2010 Commonwealth target. As the sector is moving to a student driven model, a more specific number is difficult to estimate at this time.

In 2010, increases in student demand for undergraduate programs have been particularly noticeable in health related, humanities and science courses.   Monash has been able to sustain its high entry standards despite the increased numbers of students.

Changes in Student Load Profile

Reasons for shifts between UG and GPG

Monash has not experienced a shift from undergraduate to graduate/postgraduate (GPG), but rather some increase in GPG programs which provide entry level to the professions. Examples of these are

- in 2011, the first cohort of students completing the Bachelor of Architecture on the Caulfield campus will be moving to the final qualifying masters degree level; and
- the recently introduced Master of Nursing Practice for those seeking to retrain as nurses is gearing up for two intakes annually both of approximately 200 eftsl.

International Student Load Trends

Demand from international students continues to remains high for courses at the inner metropolitan campuses, but it is expected that there will be a decrease in international student enrolments due to the effect of changes to immigration rules, the continued effects of the global financial crisis and the increased capacity of many of our Asian neighbours to offer high quality university experiences. The trend for undergraduate students to undertake the first year of their degree program either at an off-shore institution as part of a partnership agreement or at Monash College continues to increase. International students are thus spending only two rather than three years of study at Monash University. The high demand for business and commerce degrees at both undergraduate and graduate/postgraduate levels continues, particularly in the accounting discipline. However, the continued shortage of qualified and trained academic staff in this area is restricting the levels of enrolments and Monash is moving to diversify the areas of study undertaken by international students at the on-shore campuses.

3. FINANCIAL PLANNING

It is another challenging financial year for Monash. Commonwealth Government funding per student has remained almost static limiting revenue growth over the short term. Research block grants from the Commonwealth will rise in 2010, with additional funding earmarked for the next few years. Student demand is strong both from domestic and international students. This provides some balance to the risk of the rising Australian dollar and its impact on international student commencing numbers. The capacity to grow commercial research and donations has been restrained due to the global economic situation – this, in part, impacts on the budgeted revenue from business and individual research and donations in the short term. Along with this, there is considerable pressure on the cost side due to the impact of employee pay rate increases affecting staff related costs (total impact of around $27m in 2010).

Central to Monash's strategic agenda is an across-the-board strengthening of our academic performance. Other key University priorities have been identified in order to improve financial sustainability which includes:

- Identification of savings from administration reforms such as ICT, Finance and HR.
- Improving research performance of academic staff
- Investment in research stars
- Campus enhancement
- Review of governance structures
- Improved efficiency and quality of services

2011 will see the introduction of a new common financial budget approach across the University that has many benefits including aims to:

- Increase transparency of financial information to the school/department level.
- Ensure key financial information required for decision making is emphasised at the school/department level, reducing the risk of decision making on an incomplete set of financials.

The University also continues to place strong emphasis on the management of its cash flow, investments and borrowings over these challenging times to ensure adequate funds are available for both the normal and unexpected funding requirements that may arise.

4. CAPITAL ASSET MANAGEMENT

1. Describe how your institution's program on major capital projects:

i. Supports your institution's strategic direction

Major Capital Projects are managed within a 10 year time frame with a particular focus on projects in the Year 1-3 timeframe. The schedules of projects are developed in response to organisational strategic planning. Key objectives are identified and verified through a process of consultation including the Senior Management Team of the University and the Heads of Faculties and Divisions. Strategies are developed in accordance with campus master plans and approved financial budget envelopes. A number of forums are established where project proposals are considered for strategic alignment and campus master plan compliance.

ii. Contributes towards the Australian Government's ambitions for higher education attainment and participation

Part of the organisation's strategic planning is determining our role in contributing towards the Federal Government ambitions. Planning processes for two campuses in low SES areas have specifically developed strategies to contribute to the ambitions. Detailed business planning across the organisation is considering options to accommodate and support increased student numbers.

2. Total non-residential GFA: m2 – 680,178

3. Total non-residential UFA: m2 – 412,163

4. Breakdown of initiation's UFA

Type of Group Space	% UFA
Academic	51.67
Central Administrative	21.92
Centrally timetabled Teaching Space	5.93
Library Space	8.25
Student and Staff Service	4.40
Commercial	4.13
Other	3.68
Total	100

5. a. Provide an estimate of the condition of your institution's non-residential building expressed as %GFA:

Condition	% GFA
A	28.63
B	26.29
C	35.34
D	9.74
Total	100.00

b. Indicated the year your latest facilities condition audit was conducted:

Audit Year	2009

6. Indicate your institution's FFI – 0.87

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7. Describe how your institution's approach to space management leads to an effective and efficient use of its capital assets.

Monash University has an integrated approach to space management encompassing asset performance and utilisation, with detailed analysis of spacial data and the physical auditing of space.

All capital development building projects are initiated with detailed space briefing which align the business needs with the University's space management guidelines to define the area allocations for the projects.

The Strategic Planning group is developing strategic asset management plans for faculties, linking the aspirations and goals with the physical performance of the building environment in the area of space, functionality, condition and environment, to determine refurbishment or redevelopment strategies around capital investment.

Monash University has a comprehensive spacial information suite of applications. These applications visualise and report space information including the campus and building plans.

The information suite includes:
- A comprehensive database linked to CAD and GIS systems.
- A web portal to deliver:
  - a. Dynamically rendered space allocation and usage plans
  - b. Dynamically queried reports for space allocation, room types and condition
  - c. Dynamically queried reports for room utilisation studies
  - d. Infrastructure and services overlays

The space information is maintained on a daily basis with corporate reporting on a quarterly cycle. The University charges occupants for space which provides an ongoing incentive to effectively utilise space allocations.

Space Management undertake annual utilisation studies of all teaching spaces and compares the audit information with timetabled data to verify teaching space utilisation and efficiency targets.

Monash has a Space Management Policy which provides the governance around space design and project briefing and the allocation of space for capital development projects.

The University utilises the TEFMA Space Guidelines and Indicative Space Modelling tables for the benchmarking of space with load planning.

8. a. Detail the degree of utilisation your higher education teaching UFA as measured by the frequency of use and degree occupancy

Space Type	Room Frequency	Room Occupancy	Utilisation
Lecture Theatres	57.5 percent	49.7 percent	28.5 percent
Teaching Space	42.7 percent	53.7 percent	23 percent
Computer Laboratories	65.9 percent	42.8 percent	28.2 percent
Specialist Laboratories	36 percent	54.2 percent	19.5 percent
Workshops	N/A	N/A	N/A
Practice Rooms	N/A	N/A	N/A
Meeting Rooms	N/A	N/A	N/A

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b. Additional comments:

- The figures were calculated based on data collected through 2010 Utilisation Study survey.
- The figures represent the overall Frequency, Occupancy & Utilisation of teaching UFAs throughout the six Victorian campuses.
- The figures also represented centrally programmed as well as dedicated teaching UFAs.
- Workshops, Practice Rooms were excluded due to inconsistent categorisation of teaching UFAs.
- Meeting Rooms were not included in the survey, therefore no data available.
- Lecture Theatre & Teaching Space figures were based on teaching events only, while Computer Laboratory & Specialist Laboratory were utilized as long as there is a presence in the room.

9. Financial information

CAPITAL ASSET MANAGEMENT SURVEY					
	2009 *actual*	**2010** projected	**2011** projected	**2012** projected	**2013** projected
	$,000	*$,000*	*$,000*	*$,000*	*$,000*
Capital income - DEEWR					
Commonwealth Grant Scheme	0	0	0	0	0
Capital Development Pool	*8,714*	1,251	0	0	0
Education Investment Fund	*6,400*	7,750	35,590	39,335	21,610
Teaching and Learning Capital Fund (Higher Education)	*25,988*	0	0	0	0
Other DEEWR funding	*0*	0	0	0	0
Total Capital Income - DEEWR	**41,102**	**9,001**	**35,590**	**39,335**	**21,610**
Capital Income - external sources					
Other Commonwealth	12,335	6,000	9,291	7,970	0
State government funding	8,232	7,051	0	0	0
Capital sales	8,498	4,000	4,000	4,000	4,000
Other - Loans & Advances	0	0	0	0	0
Other - Philanthropy	300	0	0	0	0
Other - Other external income	6,780	1,405	0	0	0
Total Capital Income - External	**36,146**	**18,456**	**13,291**	**11,970**	**4,000**
Allocations from internal university sources	113,432	193,173	216,334	197,019	190,542
Total Capital Income	**190,680**	**220,630**	**265,215**	**248,324**	**216,152**
Capital expenditure					
Land	3,304	0	0	0	0
Buildings	62,518	86,021	133,895	120,829	95,585
Leasehold improvements	24,189	14,846	12,000	0	0
Other property plant and equipment	46,327	62,760	58,700	64,450	55,000
Total Capital Expenditure	136,338	163,627	204,595	185,279	150,585
Capital maintenance expenditure					
Buildings	44,725	42,822	48,904	50,860	52,895
Leasehold improvements	607	2,915	0	0	0
Other property plant and equipment	9,010	11,265	11,716	12,185	12,672
Salary costs*	0	0	0	0	0
Total Capital Maintenance	54,342	57,002	60,620	63,045	65,567
Total Capital Expenditure	**190,680**	**220,630**	**265,215**	**248,324**	**216,152**
Difference	0	0	0	0	0

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10.Backlog Maintenance *(Figures TBC)*

As at 31 December ($000)	Actual 2009	Estimate 2010	Estimate 2011
a. Estimate of backlog maintenance (BM)	155488	169782	185390
b. Total asset replacement value (ARV) of building infrastructure	1402086	1431086	1547086
c. MB/ARV[1]	11.1%	11.9%	12.0%

As at 31 December ($000)	Actual 2009	Estimate 2010	Date of last valuation
d. Total ARV as per insurance cover	2836105	3299739	31/10/2009

11.If 10c is > 3%, detail how your institution will reduce the cost of remedying backlog maintenance below that threshold

The institution is addressing this on a number of fronts.
1. Campus Master planning
2. Strategic Asset Management Plans including building condition and functionality audits
3. A review of capital renewal and refurbishment plans

12.List any major capital grants (greater than $1m) for building or equipment from state or territory governments or from commonwealth government departments other than from DEEWR received in 2009

Not applicable

13.List all residential and non residential major capital projects (>$5m) underway or completed in 2009

Project Title and Location	Value ($m)	Status	Completion Date
Clayton campus - STRIP 2	100	practical	Mar-09
Alfred Center Stage 2 fit out	18	construction	Mar-10
Melbourne Center for Nanofabrication	21	construction	Sep-10
Parkville campus - Fit out Building 4	5.40	construction	Jun-09
Peninsula campus - Health and Wellbeing	13	design	Jul-11
Clayton campus - Menzies building	50	construction	Oct-11
Fit out of Monash University Museum of Art	5.20	construction	May-10
Bendigo Rural Health	7.50	construction	Jun-10
Clayton campus - Refurbishment Building 16	6.10	practical	Mar-09
Redevelopment of Student Residences,	6.30	design	May-11

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5.COMMUNITY ENGAGEMENT

At Monash we engage with a diverse range of stakeholders. These include: Monash staff, students, faculty, and alumni; government; industry; community groups and associations; Non-Governmental and Not for profit Organisations; educational institutions; and, funding bodies. Our engagement with community seeks to build reciprocal partnerships which are mutually beneficial. Monash acknowledges the power of the community in life-long learning through our teaching, learning, research and practice.

Key examples of best practice in Community Engagement at Monash include:

- Monash Oxfam South Africa Internship Program, a partnership between Monash University and Oxfam Australia that provides internship opportunities for Monash students with local community-based organisations in South Africa.
- The Faculty of Education's Maningrida Teaching Opportunities provides student teachers the opportunity to participate in a practicum in a remote, culturally and linguistically diverse indigenous community in the Northern Territory.
- The Faculty of Law's Springvale Monash Legal Service Incorporated (SMLS) is a community organisation providing free, confidential legal advice to all members of the community, including critical information on their rights and how to enforce them.
- The Faculty of Medicine, Nursing and Health Sciences' Community Based Practice (CBP) Program is a core component of the Bachelor of Medicine, Bachelor of Surgery (MBBS) degree across Clayton, Gippsland and Malaysian campuses where students complete a community-based placement to develop an interprofessional perspective on the social model(s) of health interventions in the community.
- Monash University Accident Research Centre (MUARC) is Australia's largest injury prevention specialist research, consultancy and training centre safety centre on transport, workplace, in the home and community also located on the South African, Malaysian campuses and the Monash Prato Centre.
- Monash University has been a founder member of the South East Melbourne Innovation Precinct (SEMIP) since 2009, along with CSIRO, Australian Synchrotron, the Department of Innovation, Industry and Regional Development (DIIRD) and eleven local councils in the SE Metropolitan region. Monash in collaboration with SEMIP activities with the objective of fostering a culture of innovation, entrepreneurship across the community in South East Melbourne.
- Monash University hosted a Community-Campus Summit on International Students. This brought together a range of key stakeholders to identify strategies to address areas impacting on international students with local communities. As a direct outcome of the Community-Campus Summit, the Monash Vice-Chancellor established the Monash University-Community Council which includes senior Monash staff, student representatives, and community representatives.
- One World Week was held at Monash from 9-13 August 2010 in conjunction with multicultural week across the other Monash Victorian campuses. This was a highly successful program bringing together student associations and societies, supported by the Offices of the Pro Vice-Chancellors of Student Affairs and International Engagement, faculties, Monash Sport, and the external local and business community. In 2011 it is hoped to extend the festival to include events across all campuses of the University in Australia and overseas and to further involve the community in the celebrations.

6. EQUITY

SECTION A. ESP FUNDED INITIATIVES

Initiative title	Scope of Initiative	Impact of Program
Diversity and Achievement Project	The *Diversity and Achievement* Project has been devised to identify the factors that contribute to the success of students who have entered university by non-traditional pathways. Target groups include low SES, mature age, first in the family, students with disrupted schooling, and students with a disability. The study has involved collaboration with Manchester Metropolitan University (UK), four faculties and the Equity and Diversity Centre.	Project was completed in 2010 and it is expected to be used in outreach programs for students from low socio-economic backgrounds, first generation and mature age students. Student feedback has been obtained and reported back to the University on effectiveness of various learning, teaching and student supports provided by the University for students coming to higher education via non-traditional pathways. This has been done by way of conference presentations, journal articles and presentations at University Equity Committees.
Responding to the Bradley Review	Working party with cross faculty and cross campus membership was facilitated and it produced a range of recommendations to assist the University in assessing how it would meet the equity targets from the Bradley Review.	The formal recommendations where provided to senior management and a range of University committees for their deliberation.
Facilitating the Faculty Social Inclusion Committee Network	The Student Equity Co-ordinator provided education and equity training programs and consultancy support to enable faculties to respond to access and retention issues of designated equity groups.	Faculty based student equity initiatives reported in 2009 include: early intervention program for students at risk; analysis of alternative entry pathways; some faculty-based equity bursaries; specialised orientation programs for regional/remote students.

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

Initiative title	Scope of Initiative	Impact of Program
Breaking down Barriers	Learning Disabilities (LD) and Barriers to Higher Education: Bernie Mongale presented at Monash Clayton campus on Barriers to Higher Education encountered by students with learning disabilities or 'at risk' students. Both students and staff attended and LD material was distributed after the presentation. Deaf Deaf World workshop was facilitated at Clayton campus with staff from a range of faculties and divisions attending. Dr Kevin Murfitt, Chair of Vision Australia provided a presentation to postgraduate students with disabilities on successful study practices for students who are blind or vision impaired.	The events were widely publicised and approximately 100 students and staff attended these events with strong positive feedback being received.

Additional Support for Students with Disabilities:

The funding of high cost support for a student with a disability is of significant importance in a time of budgetary constraints. The Disability Liaison Unit has seen a significant growth in the number of students who register with a disability (323 in 2000 – 833 in 2009) and as such deal with increasing service requirements and staffing pressures. The funding supports the University to provide a range of services including notetaking, Live Remote Captioning, purchasing of updated assistive technology to support students to access educational materials, and supports the provision of alternative formats for students with vision impairments and learning disabilities.

Student examples:

- Two students who are deaf and studying full-time were provided with AUSLAN interpreting, Live Remote Captioning and notetaker services.
- Blind postgraduate student receiving converted study materials.
- Student with a learning disability able to progress through a Commerce degree with course materials provided in electronic format, notetakers in lectures and noise reduction headphones provided to improve the exam environment.
- Student with a vision impairment able to progress through Honours in Education with the use of ABBYY Finereader installed on library computer to convert her materials into electronic format.
- Student with quadriplegia able to progress through Master of Arts with a notetaker.

SECTION C. COMMONWEALTH SCHOLARSHIPS

The demand for Commonwealth Scholarships (CS) exceeded the supply of funds allocated to Monash by the Commonwealth. To support the students who missed out on a CS, Access Monash continued to fund bursaries such as the Monash University Support Bursary and the Rural Housing Bursary.

Monash University encountered no problems in distributing the 2009 allocation of general education and accommodation CS. Monash provided a centralised online scholarship application that allowed current students to apply for both CS and institutional scholarships. Commencing students were able to apply for all Commonwealth and institutional scholarships via VTAC. Demand is high for scholarships and the centralised processes enable the University to ensure more students receive financial assistance either through a CS or one of the University's complementing scholarships and bursaries which specifically target equity groups.

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SECTION D. INSTITUTIONAL EQUITY SCHOLARSHIPS

Scholarship title	Eligibility	Annual Value	Duration	Number	Funding source
Monash University Scholarships for Excellence and Equity	Awarded to Year 12 domestic students who achieve ENTER score of 95 and above or equivalent, or in the case of continuing undergraduate students, their academic performance at Monash, who are also from one or more of the University's defined equity or personal disadvantage groups, ie: • Australian Indigenous descent; • From rural and isolated areas; • low socio-economic circumstances; • with a disability or long term medical condition; • non-English-speaking background; and • experiencing long term family difficulties.	$6,000 per 48 credit points of study	Paid for the minimum number of credit points required to complete the degree	151	Access Monash
Monash University Support Bursaries	Awarded to commencing and continuing undergraduate and postgraduate domestic students on the basis of need, who are from one or more of Monash University's defined equity or personal disadvantage groups.	$2,162 per 48 credit points of study	Paid for the minimum number of credit points required to complete the degree	217	Access Monash
Monash University Indigenous Scholarships for Achievement and Equity	Awarded to the highest achieving Indigenous Australians based on their ENTER score or equivalent; for continuing students, assessment is based on academic performance at Monash.	$6,000 per 48 credit points of study	Paid for the minimum number of credit points required to complete the degree	4	Access Monash
Monash University Indigenous Scholarships for Achievement	Awarded to the highest achieving Indigenous Australians based on their ENTER score or equivalent; for continuing students, assessment is based on academic performance at Monash.	CSP contributions plus $6000 per 48 credit points	Paid for the minimum number of credit points required to complete the degree	3	Access Monash
Indigenous Fee Waiver Scheme - Indigenous Non-Award Pathway INAP	Awarded to eligible students on the basis of need	Full Fee sponsorship	Per unit	14	Access Monash
INAP Encouragement Bursary	Awarded to eligible students on the basis of need	$1250 per unit	1 year	13	
Rural Housing Bursaries	Awarded to the highest achieving Year 12 domestic students based on their ENTER score or equivalent, who are from a rural or isolated area. Further preference given to students from one or more of the University's defined equity or personal disadvantage groups.	$4,800	1 year	41	Access Monash
Practical	Awarded on the basis of need to	$1000	One off	76	Access

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Scholarship title	Eligibility	Annual Value	Duration	Number	Funding source
Placement Bursaries	undergraduate students who are required to undertake a practical/work placement for a minimum of 10 days as part of their degree. Students must be from one or more of Monash University's defined equity or personal disadvantage groups.		payment		Monash
Travel Abroad Equity Grants	Awarded to full time undergraduate students who come from one or more of Monash University's defined equity or personal disadvantage groups and who have an approved Monash Abroad Exchange program.	$2,500	One off payment	41	Access Monash
Travel Abroad Equity Grants – Higher Degree Research (HDR)	Awarded to full time research students who come from one or more of Monash University's defined equity or personal disadvantage groups and who have an approved Monash Abroad Exchange program.	$3,000	One off payment	20	Access Monash
Access Monash Strategic Awards (one-off bursaries) Graduate School of Business (GSB) support Bursaries	Awarded to a commencing or continuing postgraduate (coursework) students enrolled in any Faculty of Business and Economics course and to applicants from one or more of the University's defined equity or personal disadvantage groups	$1000	One-off payment	19	Access Monash
Access Monash Strategic Awards (one-off bursaries) Rural/remote clinical placement bursaries	Awarded to a student in a Faculty of Medicine, Nursing & Health Sciences undergraduate course, undertaking a Faculty-approved clinical placement in a rural or remote area of Australia or overseas, be member of one of Monash University's defined equity and personal disadvantages groups and not holding a John Flynn Scholarship.	$2000	One-off payment	3	Access Monash
Monash Refugee Bursary	Awarded to eligible students based on academic achievement. In addition, consideration may be given in recognition of educational and financial disadvantage.	Course fees paid	1 year	3	Access Monash
Indigenous Higher Degree Research (HDR) Support Bursary	Awarded to a commencing or continuing HDR Monash student enrolled or intending to enrol in a HDR program at a Monash campus in Australia. Consideration may also be given to students from one or more of Monash University's defined equity or personal disadvantage groups.	$6000	One-off payment	2	Access Monash
Faculty of Education Indigenous Bursaries	Awarded to commencing undergraduate Indigenous Australians based on academic performance and supporting documentation provided.	CSP contributions or tuition fees	Paid for the duration of the degree, up to a maximum of five years	5	Faculty
Information Technology Indigenous	Awarded to the highest achieving Indigenous Australian Year 12 student based on their ENTER score or equivalent who is intending	$2,000 per 48 credit	Paid for the minimum number of	1	Faculty

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Scholarship title	Eligibility	Annual Value	Duration	Number	Funding source
Undergraduate Scholarship	to enrol in an undergraduate degree in the Faculty of Information Technology.	points of study	credit points required to complete the degree		
Lorna Lippmann Memorial Scholarship	Awarded to the highest achieving Indigenous Australian undergraduate student with a minimum grade average of 75%.	$2,500	1 year	1	Faculty
Faculty of Arts Disadvantaged Student Study Assistance Bursary	Awarded to a commencing Honours student in Faculty of Arts who is from one or more of Monash's defined equity or personal disadvantage groups.	$2000 per 48 credit points of study, for the duration of the degree up to a maximum of one year	1 year	5	Faculty
Monash Law School Equity Bursary	Awarded to a commencing Year 12 student intending to enrol in an undergraduate degree in the Faculty of Law and from one or more of Monash University's defined equity or personal disadvantage groups.	$2500	One-off payment	8	Faculty
Law Mobility Equity Bursary	Awarded to a current undergraduate or postgraduate (Coursework) student participating in a student mobility program in the Faculty of Law and is from one or more of Monash University's defined equity or personal disadvantage groups.	$500-$2000	One-off payment	20	Faculty
Faculty of Medicine, Nursing and Health Sciences Support Bursary	Awarded to a commencing or continuing undergraduate student in the Faculty of Medicine, Nursing and Health Sciences who falls into one or more of Monash University's defined equity or personal disadvantage groups.	Variable		34	Faculty
Bachelor of Medicine/Bachelor of Surgery (MBBS) Equity Travel Bursary	Awarded to a full-time undergraduate student enrolled in the MBBS at a Monash campus in Australia, and undertaking an elective placement in a seriously disadvantaged Australian community or developing country.	$2000	One-off payment	1	Faculty
Gippsland Campus Encouragement Bursary	Awarded to first-year on-campus students and are from one or more of Monash University's defined equity or personal disadvantage groups.	$1000	1 year	8	Campus
Baw Baw Shire/ Monash University Scholarship	Awarded to a first-year student coming from a school in the Baw Baw Shire who is also a resident of the Baw Baw Shire and is from one or more of Monash University's defined equity or personal disadvantage groups.	$3,000	1 year	2	Campus /External
East Gippsland Shire / Monash University Scholarship	Awarded to first-year students for first-year on-campus student accommodation costs on basis of students' financial need and are from one or more of Monash University's defined equity or personal disadvantage groups.	$3000	1 year	3	Campus /External
Wellington Shire	Awarded to a student from a family located	$3000	1 year	2	Campus

Scholarship title	Eligibility	Annual Value	Duration	Number	Funding source
/ Monash University Scholarship	in Wellington Shire and is from one or more of Monash University's defined equity or personal disadvantage groups. To be used for first-year on-campus student accommodation costs.				/External
Latrobe City Council /Monash University Scholarship	Awarded to a first year student coming from a school in Latrobe City, is also a resident of Latrobe City, is from one or more of Monash University's defined equity or personal disadvantage groups and likely to succeed at university.	$2,000	1 year	1	Campus /External
Harold Carroll Memorial Scholarship	Awarded to a commencing or continuing student who was a student at one of a list of selected primary or secondary schools in the Western District of Victoria. Preference is given to applicants who can demonstrate involvement in community or social activities, willingness to learn, a capacity for hard work and whose personal circumstances mean they may find it difficult to afford the costs of tertiary studies.	$3,000	Paid for the duration of the degree, for a maximum of four years	1	External
Monash-Mornington Peninsula Council Bursaries and Grambec Bursaries	Awarded to commencing or continuing full time undergraduate students from the Mornington Peninsula area who are able to demonstrate financial hardship.	$500 book vouchers	One off payment	8	External
Victorian Ambulance Paramedic Scholarships	Awarded to full-time students who have satisfactorily completed first-year studies in the Bachelor of Emergency Health (Paramedic) course and can demonstrate financial hardship.	$7,500	Up to a maximum of two years	4	External
Citi Women in Investment Banking Scholarship	Awarded to undergraduate women candidates enrolled with the Faculty of Business and Economics who will be proceeding into the final year of their coursework program or Honours year, ie selection will be based on academic performance, leadership qualities and community participation. Financial need may also be taken into consideration.	$8000	1 year	1	External
Walter and Eliza Hall Trust Opportunity Scholarship	Awarded to the highest achieving eligible students based on a combination of academic achievement and need. One for a student enrolled in a social work degree and one for a student enrolled in a nursing degree.	$6000	1 year	2	External
Monash Toni Kaye Foundation Bursary	Awarded to eligible students on the basis of need.	$1000	One-off payment	5	External
Mabel Kent Scholarship	Awarded to a commencing or continuing Monash undergraduate student enrolled or intending to enrol full-time in the Bachelor of Medicine/Bachelor of Surgery at a Monash campus in Australia, and able to demonstrate financial disadvantage.	$6000	One-off payment	3	External

Scholarship title	Eligibility	Annual Value	Duration	Number	Funding source
Stan Robson Rural Pharmacy Equity Scholarship	Awarded to the highest achieving student from a regional and remote area and experiencing financial hardship	$4000	Max 4 years	1	External
Schools Access Monash Scholarship	Awarded to the highest achieving eligible students from the participating schools list	$3000	One-off payment	9	Access Monash
Donovan-Johnston Memorial Scholarship	Awarded to the highest achieving eligible students from a rural area	$4000 per annum	2 years	2	External
Monash Boroondara Foundation Scholarship	Awarded to the highest achieving eligible students based on a combination of academic achievement and need	$6000	Paid for the duration of the degree	1	Access Monash
Victorian Ambulance CALD scholarship	Awarded to eligible students on the basis of need	$7500	Per annum for the duration of the degree up to a maximum of 3 years	1	External
Dr Gilbert M Davis Award	Awarded to the highest achieving eligible students based on a combination of academic achievement and demonstration of financial disadvantage and rural relocation	$5000	I year only	1	External
Dr Paul Baker Scholarship	Awarded to the highest achieving eligible students based on a combination of academic achievement and demonstration of financial disadvantage and rural relocation	$1000	One-off payment	2	External
Monash Elmore Primary Health Bursary	Awarded on the basis of need	$1000 per annum	Duration of degree up to 5 years	1	External
Monash Salary Options Bursary	Awarded on the basis of need	$2000	One-off payment	1	External
Monash Residential Undergraduate Equity Bursary	Awarded on the basis of need	$1000	Ten $100 monthly rebates paid to MRS	20	MRS
Monash Gippsland Sth Gippsland /Bass Coast Shire Bursary	Awarded on the basis of need	$3000	Per annum for 1 year	2	Campus /External
Monash Bendigo Telco Bursary	Awarded on the basis of need	$1000	Per annum for duration of degree	1	External
Monash Gippsland Rotary Indigenous Scholarship	Awarded to eligible students on the basis of need	$6000	Minimum number of credit points required to complete the degree	1	Campus /External
Monash Gippsland Mugsu Off-Campus Equity Bursary	Awarded to eligible students on the basis of need	$750	One-off payment	10	Campus

SECTION E. EQUITY GROUP FOCUS AND KEY EQUITY STRATEGIES

Students from low socio-economic backgrounds and Indigenous students continued to be the main focus of equity activity in 2009. (See the Indigenous Education Statement for strategies and performance relating to Indigenous students.) Issues facing low socio-economic background students continue to be the high cost of participating in higher education in Australia, not only in deferrable tuition costs, but in meeting day-to-day living expenses and additional study costs. Participating in field trips, purchasing text books and computers have presented challenges to this group of students, particularly when many students in this group combine study with long hours of paid employment in order to pay for their participation in higher education. Increased numbers of scholarships and bursaries have been provided by the University and by Faculties to support the access and retention of students in this group.

Access Monash, the University's flagship equity program facilitates Monash's commitment to recruiting the best students regardless of their means and circumstances. "The Access Monash program provides a range of pathways for applicants to establish entry to the University, together with access and equity scholarships and other forms of financial support." *(Australian Universities Quality Agency report 2006, p 26.)*

The Access Monash Committee provides financial support by allocating funds through scholarship and bursary programs that align with the University's equity initiatives. In 2009, the funds supported over 1500 equity based scholarships and bursaries as well as funding the Schools Access Monash (SAM) program that supports specific schools aligned to each campus by assisting their students in achieving higher academic outcomes. The SAM program is delivered to ten schools in metropolitan and regional Victoria with the aim of raising awareness of higher education and to help students reach their academic potential. Program elements include individual student assistance from Monash students, awareness raising activities and equity scholarships. SAM targets schools with significant numbers of students from educationally disadvantaged backgrounds and low rates of progress to tertiary study. There has been an increase in the number of enrolments from SAM schools between 2008 and 2009.

In addition, the Access Monash program supported Indigenous students who did not meet entrance requirements to undertake the Indigenous Non-Award Pathway (INAP) scheme through the payment of their fees, study support and a bursary.

SECTION F. EQUITY PLANNING AND MANAGEMENT IN 2010

Monash University has appointed a PVC (Social Inclusion) to lead policy development and partnership formation in relation to widening participation and success of low SES students across the range of courses, faculties and campuses of Monash. Although responsibilities for the implementation of the various elements of the University's low SES participation strategy will be embedded in the work of appropriate units across the University, the Office of the PVC Social Inclusion will plan and coordinate these elements and take implementation responsibility for others. The University has set up a senior committee, SMT – (Social Inclusion) chaired by the Vice Chancellor and comprising the Senior Management team and chairs of four committees which address facets of social inclusion. One of the four committees is the Student Equity Committee, chaired by the PVC Social Inclusion, which has as one of its briefs, to ensure equitable access to the university and progress by students from low SES backgrounds.

SECTION G. PERFORMANCE OF EQUITY GROUPS IN 2008

Group	Indicator	Key trend or shift in the data	Explanation
Low SES (25 and Over)	Access	The access rate for Low SES (25 and over) students rose by 1.7 percentage points during 2007-2008 from 9.94% to 11.64%.	Monash's student recruitment, equity and outreach and programs, and special entry schemes have played a major part in securing these increases.
Regional		The access rate for Regional students rose by 0.86 percentage points during 2007-2008 from 14.81% to 15.67%.	
Low SES	Retention	The retention rate of Low SES students rose during the period 2003 to 2007 by: • 2.67 percentage points from 80.27% to 82.94% for all ages. • 2.13 points from 84.77% to 86.9% for ages under 25 • 3.45 points from 70.69% to 74.14% for ages 25 and over.	Monash implemented a strong educational and pastoral care program over this period, including the expansion of equity scholarships and bursaries and early identification of students at risk.
Non-English Speaking Background		The retention rate of Non-English Speaking Background students rose by 1.13 percentage points during the period 2003-2007 from 81.93% to 83.06%.	
Disability		The retention rate of students with a disability rose by 2.32 percentage points during 2003-2007 from 77.32% to 79.64%.	
Regional		The retention rate of Regional students rose by 3.43 percentage points during 2003-2007 from 78.28% to 81.71%.	
Low SES and regional/remote		The retention rate of Low SES and regional/remote students rose by 3.72 percentage points during 2003-2007 from 77.56% to 81.28%.	
Indigenous		The retention rate of Indigenous students rose by 6.41 percentage points during the period 2003-2007 from 65.63% to 72.04%.	
Low SES	Success	The success rate of Low SES students rose during the period 2003 to 2008 by: • 2.06 percentage points from 86.88% to 88.94% for all ages • 1.86 percentage points from 86.78% to 88.64% for students under 25 • 2.8 percentage points from 87.22% to 90.02% for ages 25 and over.	Monash implemented an inclusive teaching practices program over this period, provided Language and Learning Skills support through the Library and Faculties while expanding the availability of online learning materials.
Non-English Speaking Background		The success rate of Non-English Speaking Background students rose by 2.43 percentage points 2003-2008 from 86.03% to 88.46%.	
Disability		The success rate of students with a disability rose by 2.02 percentage points during the period 2003-2008 from 85.47% to 87.49%.	
Regional		The success rate of Regional students rose by 2.23 percentage points during 2003-2008 from 90.08% to 92.31%.	
Low SES and regional/remote		The success rate of Low SES and regional/remote students rose by 2.53 percentage points during 2003-2008 from 88.28% to 90.81%.	

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SECTION H. UNIVERSITY CONTACT OFFICERS

	Name & Title	Phone	Email
ESP Contact Officer:	Kay Gardner Director Equity & Diversity Centre	(03) 99020247	Kay.Gardner@monash.edu
HEPPP Contact Officer: (if different to ESP)	Professor Sue Willis, Pro Vice-Chancellor (Social Inclusion)	(03) 99034096	Sue.Willis@monash.edu
DSP Contact Officer:	Mr Thomas Perry Co-ordinator Disability Liaison Unit	(03) 99051354	Thomas.Perry@monash.edu
CS Contact Officer:	Ms Kate Duyvestyn, Manager Coursework Scholarships	(03) 9905 4141	Kate.Duyvestyn@adm.monash.edu.au

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7.INDIGENOUS EDUCATION STATEMENT

Section 1 Objectives for Indigenous Higher Education

The University's Statement of Purpose reads:

> *Monash University seeks to improve the human condition by advancing knowledge and fostering creativity. It does so through research and education and a commitment to social justice, human rights and a sustainable environment.*

> *Monash Directions 2025*[1]

In keeping with this statement, and immediately following the Prime Minister's apology to Indigenous Australia, in February 2008 the University Council made the following resolution:

> *Monash University is fifty years old this year. But its half-century cannot compare with the tens of thousands of years in which Indigenous Australians have walked, lived and flourished across the breadth and length of Australia.*

> *Echoing the sentiments of apology and partnership affirmed by the Prime Minister, Monash reaffirms its role to advance the educational and career aspirations of Indigenous Australians.*

> *This will occur on every one of Monash's eight campuses -- metropolitan, regional and international -- and in our staffing, educational and research programs.*

Specifically, Monash University's commitment to the education of Indigenous Australians is to respond to the particular disadvantage experienced by Aboriginal and Torres Strait Islander people in higher education by ensuring that Indigenous students on all Australian campuses have the opportunity to contribute to and experience the central characteristics of the University. This assurance includes access to high quality education and is informed by a commitment to fairness and diverse access opportunities. Indigenous students at Monash will experience a learning environment which is open to the perspectives and experiences of individuals and groups from different backgrounds and which is supportive of all students.

The core values which underpin all of Monash's strategies are:
- Excellence in education
- Excellence in research and scholarship
- Excellence in management
- Innovation and creativity
- Diversity
- International focus
- Fairness
- Engagement
- Integrity
- Self-reliance

The University's commitment to the education of Indigenous Australians is detailed in the University's Indigenous Education Statement that identifies six major aims:

- to increase enrolments of Indigenous people;
- to strengthen students' pride in their Indigenous heritage;
- to improve retention, progression and graduation rates;
- to promote enrolments in all fields of study, especially business and science based courses;
- to increase Indigenous employment by 200% of 2010 levels by 2015; and
- to promote research into Indigenous history and issues.

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[1] Available at http://www.monash.edu.au/about/monash-directions/directions.html

Responsibility for Australian Indigenous studies, access to education and Indigenous employment resides with the Deputy Vice-Chancellor (Education) (DVC (E)) – reflecting the high, institution-wide priority accorded by Monash to these key areas. In the second half of 2008, following a series of roundtable discussions with Indigenous staff, students and community members, the University Council endorsed a series of initiatives to give effect to Council's affirmation of February, 2008 "…*to advance the educational and career aspirations of Indigenous Australians."* The implementation of these initiatives, throughout 2009, has been an important step in progressing the University's Indigenous aims by affirming Monash as a welcoming and safe place for all Indigenous people and facilitating a deepened understanding, among the wider Monash community, of the significance of learning, teaching and researching on Indigenous land.

In late 2009, the Vice-Chancellor and Deputy Vice-Chancellor (Education) met with the Victorian State Government's Department of Planning and Community Development regarding future developments in relation to improving Indigenous education and employment outcomes in Victoria. The University and the Department will maintain an ongoing dialogue in this area.

The Centre for Australian Indigenous Studies (CAIS), working in close collaboration with faculties and campuses, has a significant role in achieving the University's objectives with respect to Indigenous education and the delivery of Indigenous Studies.

The Objectives of the Centre for Australian Indigenous Studies (CAIS) are to:
- contribute to the development and professional practice in Indigenous affairs and contemporary ideas and issues influencing Indigenous affairs, thus shaping Australian society;
- ensure that the University's research and curriculum support the preceding six aims so all students can benefit from this knowledge;
- extend the University's reach into Indigenous communities by developing and extending community outreach and engagement programs

The Indigenous Student Services Unit within CAIS has four strategic objectives:
1. Increase Indigenous students' and community awareness of Monash
2. Contribute to Monash being a culturally-safe environment for Indigenous students and community
3. Increase Indigenous students' enrolment at Monash
4. Improve Indigenous students' retention and success rates

Further, CAIS aims to:
- Complete the implementation of the recommendations of the review by the Monash Indigenous Access and Support Programs Taskforce to identify the most appropriate organisational model for Indigenous admissions and academic support programs and strategies for improving Indigenous access. Specific responses to the review recommendations are embedded in the programs outlined below.
- Assist the University to increase Indigenous student enrolments across all faculties, schools and Australian campuses by working closely with appropriate administrative and academic staff.
- Continue to contribute to the review of the University's admissions policies. As a standing member of the University's Coursework Admissions and Scholarships Committee, the Director of CAIS is able to provide expert advice on any review or modification to admissions policy which may affect the access, participation or success of Indigenous applicants/students.
- Continue collaboration with the Faculty of Education to develop and expand their community partnerships program for the delivery of educational services. The program involves both the recruitment of Indigenous education students and provision of placements for non-Indigenous education students in schools with significant numbers of Indigenous students or with Indigenous cultural priorities.
- Strengthen Indigenous students' pride in their heritage through recognition of the value of the Indigenous community, knowledge and life experience, and appreciation of the unique historical experiences of Australia's Indigenous people.
- Improve the retention, progression and graduation rates of Indigenous students through careful monitoring of each student, ensuring students are aware of the facilities, tutorial and other support and services offered by CAIS and the University more widely.

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- Develop a broader connection with Indigenous communities and ensure closer liaison with TAFE colleges to improve admission pathways for Indigenous students.
- Monitor the proposal for the development of an aptitude test in relation to the current Indigenous student application process.
- Develop awareness of Indigenous history and issues through the promotion of research, which is relevant to both academic and general audiences, and through engagement in media commentary.
- Continue to support the Indigenous Employment Program that includes Indigenous Traineeships for professional staff and the development of Early Career Academic positions through the Office of the Deputy Vice-Chancellor (Education).

Section 2 Achievement of National Aboriginal and Torres Straits Islander Education Policy (AEP) Goals in 2009 and plans for future years

The strategies and actions provided below are in relation to each AEP goal and provide information that demonstrates the University's eligibility for the Indigenous Support Program (ISP).

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

- Monash University's Indigenous Education Advisory Committee (Community Advisory Committee), chaired by the Dean of Education, includes representatives from the Victorian Aboriginal Education Association Incorporated (VAEAI), the Indigenous community from both regional and urban Victoria, and TAFE. The Committee's terms of reference are to provide advice on: the University Indigenous Education Strategy, any specific Indigenous programs, Indigenous curriculum content, and other matters as requested. An annual report is produced and copies received by the Vice-Chancellor.
- CAIS has two Elders-In-Residence (one male, one female) who provide culturally-appropriate advice on the strategies and programs proposed and/or developed by the University.
- In 2009 Monash University Council had an Indigenous professor as a Council member. This person also chairs the University's Equal Opportunity Committee.
- In 2009 the University had an Indigenous Professor and Monash Alumnus on its Distinguished Alumni Awards Selection Panel.
- The CAIS Director and the Manager Indigenous Student Services participate in various University and faculty committees to provide advice on matters relating to Indigenous participation in education and to promote the consideration of Indigenous matters within the University's decision-making processes.
- The staff of CAIS, including the Executive Officer and Student Recruitment Officer, provide advice on equity issues relating to Indigenous staff and students through their participation in University equity committees.
- The University's internal performance indicator report contains a suite of equity measures in relation to Indigenous students, including the Key Performance Indicator to improve Indigenous access to be in the top three of the Group of Eight.
- CAIS has a range of community functions in which Indigenous people are encouraged to provide informal (or formal) feedback and engagement with the Centre's activities.
- CAIS is involved in external educational decision-making processes through the following:
  o membership of the National Indigenous Higher Education Network and Local Area Education Consultative Groups as well as Local Indigenous Networks;
  o participation in the Indigenous Higher Education Advisory Council;
  o liaison and participation in education and community forums conducted by the Inter Council Aboriginal Consultative Committee (ICACC) which encompasses Indigenous representation from local shire councils;
  o participation in Indigenous Education Seminars conducted by the Australian Education Union;
  o interaction of the CAIS Indigenous Recruitment Officer with Koori Educators and Career Advisors in Secondary Schools; and
  o membership of the Native American and (International) Indigenous Studies network.

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

- The Office of the Deputy Vice Chancellor (Education) created two new senior positions responsible for the management and development of a new Indigenous Employment Strategy. In late 2009, two Indigenous people commenced in the positions of: Manager, Indigenous Engagement and Recruitment and Manager, Strategy, Policy and Career Development.
- The University aims to increase the number of Indigenous staff to achieve parity with, and exceed, the percentage of Indigenous people in Victoria.
- Work began on developing policy and strategy to achieve this target.
- In 2009, two positions were Indigenous identified positions: a Student Support Officer position located in the Centre for Australian Indigenous Studies (HEW level 6) and an Indigenous Advisor in the Faculty of Health Science (Lecturer C). In addition, Monash employs two Indigenous Elders who provide support and advice to the Centre for Australian Indigenous Studies, and Staff and Students across the University.
- 2010 will see the development of an Indigenous Employment & Development Unit within the Office of the Deputy Vice Chancellor (Education) and the implementation of the Indigenous Employment policy and strategy.

3. *Ensure equitable access of Indigenous students to higher education*

- In 2009, 46 of the 13100 (0.35%) commencing domestic students at Monash University were Indigenous (0.25% of all commencing students). In 2008, 34 of the 12,036 (0.28%) commencing domestic students at Monash University were Indigenous (0.18% of all commencing students). The increase in Indigenous student numbers is a positive at Monash where the numbers of Indigenous students has tended to fluctuate slightly. The 2010 preliminary data shows that as of May 2010, 42 of the 12314 (0.34%) commencing domestic students at Monash University were Indigenous (0.24% of all commencing students).
- The Monash Indigenous Access Scheme (MIAS) has a number of alternative pathways for admission that are promoted within the Australian Indigenous community, namely the Indigenous Non-Award Pathway (INAP), Diploma of Tertiary Studies (DoTS) and Monash College. These access pathways to Monash are advertised on the University's website http://www.monash.edu.au/study/indigenous/. Indigenous applicants are assessed to ascertain the most appropriate pathways by relevant staff from the faculty, Monash College and the Indigenous Student Services Unit (ISSU).
- The University employs a Manager Indigenous Student Services, an Indigenous Student Recruitment Officer and a Coordinator Indigenous Student Support on an ongoing full-time basis. A Community Liaison Officer, who is also an Elder-in-Residence, is employed on a part-time basis. CAIS works in close collaboration with Onshore Student Recruitment to ensure wide distribution of materials to Indigenous school students and careers teachers.
- In 2009 CAIS implemented a comprehensive program of school visits by the Indigenous Recruitment Officer, often accompanied by one of the Elders-in-Residence, aimed at encouraging students to consider university education.
- In conjunction with the Law and Arts Faculties, 'Yarning Up' was conducted for Indigenous secondary students. This program included current Monash students telling their stories, a talk by one of the Elders-in-Residence, campus tours and having photos taken wearing a possum-skin cloak. This is now a bi-annual event and will be held in June and November 2010.
- The opening event "Embracing Indigenous Intergenerational Education and Understanding" of the Monash annual celebration of excellence in learning, teaching and scholarship, Educate 09, was held at the Gippsland campus and involved traditional owners and community elders as well as Monash students and staff. The Deputy Vice-Chancellor (Education) also hosted a hypothetical discussion, "Indigenous Arts and the Law" in Melbourne, which was well –attended by members of the wider community.
- The Faculty of Information Technology conducted a five day boot camp for secondary students at the Koori pathways secondary school in Gippsland.
- The Indigenous Access Scheme associated with VTAC entry provides year 12 applicants with bonus points to improve ENTER scores and access to university. For those persons who are non-year 12 applicants education levels and work experience are also considered in selection.

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- The University's on-line direct application processes were revised in 2009 to invite Indigenous applicants to self-identify - this enables faculty admission and CAIS staff to assess applicants' suitability for a course by taking factors other than ENTER score into consideration.
- The Indigenous Non-Award Pathway (INAP) currently operates as a pathway into a number of bachelor-level courses in nine of the ten faculties including Arts, Art and Design, Business and Economics, Engineering, Information Technology, Law, Medicine Nursing and Health Sciences, Pharmacy and Science. Eligible students within this scheme undertake two units and compulsory tutoring. Upon successful completion, the student is enrolled into a degree course. This scheme has been successful with students with low ENTER scores and with those who haven't been in education for some time. Unfortunately students in this scheme have been ineligible for government assistance, and until June 2009 the University had been able to secure philanthropic funds to support them. In July 2009 the university took over the funding of bursaries for the pathways students.
- The University assists Indigenous students' participation in education through Indigenous scholarships such as the Monash University Indigenous Excellence and Equity Scholarship, the Monash University Indigenous Excellence Scholarship, the Indigenous Education Faculty Scholarships, and the privately supported Lorna Lippmann Scholarship. Book vouchers and bursaries are provided for students in financial difficulties. In 2009 the University was approached by Infosys with a proposal for a significant scholarship to be funded by staff as part of their Corporate Social Responsibility program. This scholarship was put in place for 2010.
- In 2009 the Gippsland campus introduced an Indigenous bursary for a student from the Latrobe City Council. In partnership with the Hazelwood Rotary Club, a scholarship was also introduced in 2009 for a Gippsland enrolled student in medicine, nursing or health & welfare courses. This has expanded to three more scholarships in 2010.
- In 2009, in addition to the allocation of Commonwealth Education Costs and Commonwealth Accommodation Scholarships, Monash Indigenous students were awarded the following: three Indigenous scholarships for Achievement, five Indigenous Scholarships for Achievement and Equity, fourteen Indigenous Non-Award Pathway bursaries, five Education Bursaries, fifteen Indigenous Access Scheme scholarships, nine Commonwealth Indigenous Access Scholarships, one Rotary Gippsland scholarship and one Faculty of Information Technology INAP bursary. CAIS has secured external scholarships with one student receiving a Lorna Lippmann Scholarship and one student holding a Puggy Hunter scholarship.
- CAIS undertook extensive negotiations with the University to create prestigious HDR scholarships. These were introduced at the end of 2009 for study commencing in 2010.
- Scholarships are managed centrally via the University scholarships office; however CAIS plays a key role in the promotion and marketing of scholarship opportunities to prospective Indigenous students. Scholarships are marketed via the website, the distribution of promotional materials and through direct contact with prospective Indigenous students.
- Monash College and CAIS continued a scoping exercise to determine the viability of Indigenous specific bridging courses.
- CAIS's Indigenous Student Services Unit has:
  - continued to increase its presence at all of Monash's Victorian campuses
  - provided Indigenous students with opportunities to meet mentors, network and be supported and encouraged by fellow students and graduates through an association with the Indigenous Law Students & Lawyers Association of Victoria and the Australian Indigenous Doctors Association;
  - established an Indigenous Student and Graduate Social Committee to encourage peer support and improve the student experience and retention rates at Monash University; and
  - provided financial support to students in crisis. This has contributed to the retention rates of students.
- The Faculty of Medicine, Nursing and Health Sciences has established a Dean's Indigenous List to facilitate selection of Indigenous students to health-related courses.
- In 2009 marketing material tailored for Indigenous students was developed. This material presents a package of relevant information regarding the pathways, scholarships and support services available for Indigenous students i.e., Diploma of Tertiary Studies (DoTS), and other non-award pathways. The Indigenous Student Services website was also re-designed and repositioned to enhance its accessibility.

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- In 2008 the Victorian Vice-Chancellors' Committee, in conjunction with Victorian Aboriginal Education Association Incorporated, entered into an accord designed to maximise efforts to improve Indigenous student recruitment across Victoria. This project is working to develop a Victorian sector-wide marketing strategy to encourage Indigenous students to attend university. Monash, through CAIS, is a key partner in this venture.
- In 2009 CAIS introduced an annual camp for prospective Indigenous students, to which Indigenous students in post-compulsory levels were invited. Hands on Health, in conjunction with the Faculty of Medicine, Nursing and Health Sciences, was held in January 2010.

4. Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians

- In 2009, 117 of the 37,849 (0.31%) domestic students enrolled at Monash University were Indigenous (0.20% of all students). In 2008, 99 of the 37,494 (0.26%) domestic students enrolled at Monash University were Indigenous (0.18% of all students). The small increase in Indigenous student numbers is not an uncommon experience at Monash where the numbers of Indigenous students has tended to fluctuate slightly. The 2010 preliminary data shows that as of May 2010, 147 of the 38501 (0.38%) domestic students enrolled at Monash were Indigenous (0.25% of all students).
- CAIS has:
  - promoted Monash to Indigenous students and their parents/guardians through school and community organisations and events across the state, participating in Koori job fairs and advertising in targeted Koori publications; and
  - prepared promotional materials on Monash's innovative entry and support schemes for Indigenous students, such as the Monash University Indigenous Access Scheme and scholarships;
- The Gippsland Campus of Monash University, together with CAIS, has developed the Koori Cohort of Researchers. This program has been developed to encourage and recruit highly gifted Indigenous community members to undertake research degrees at the masters and doctoral levels. Members of the Koori Cohort share a strong commitment to celebrating their Indigenous culture and passing on the richness of their heritage to Indigenous peoples as well as to the wider community. The Koori Cohort began in 2002 and has expanded to become a cross-institutional initiative between RMIT and Monash University. The objectives of the Koori Cohort are to:
  - develop a high profile generation of Indigenous researchers and community leaders through a model of flexible and collaborative learning;
  - increase the numbers of Indigenous students undertaking and completing masters and doctoral level degrees in Australia;
  - undertake research which contributes to community capacity building; and
  - develop new knowledge about ways of working between Indigenous and non-Indigenous knowledge systems.
- One of the unique aspects of university education at Monash is the potential for study at one of our International campuses. So far few Indigenous students have been involved in these opportunities usually through a lack of funds and/or awareness. In 2008-2009 CAIS began planning an international student mobility program. In February 2009 two CAIS staff visited Monash South Africa (MSA) to investigate the potential for Indigenous students to undertake exchange programs. The primary concern was to identify the safety and support networks available to Indigenous students at MSA. Support networks and links have been identified and in coming years Monash will be able to offer a unique experience for Indigenous students to study at MSA. In June 2011 CAIS is running a field school to MSA and CAIS intends to develop bursaries to assist Indigenous students attend this.
- In 2009 Monash had detailed discussions and agreed to enter into a contract with the Australian Indigenous Mentoring Experience (AIME) from 2010. The AIME program links Indigenous high school students with University students in a one-to-one mentoring relationship with the goals of improving Year 10 completion rates, Year 12 completion rates and university admission rates for Indigenous students.

- The Faculty of Medicine, Nursing and Health Sciences implemented a study entitled Footprints Forward: Better Strategies for the Recruitment, Retention and Support of Indigenous Students. This project involved a consortium of Monash University, the University of New South Wales and James Cook University and was funded through the Department of Health and Ageing. It was conducted within the federal initiative for Programs of National Significance and was led by the Monash team. Findings documented barriers to recruitment, retention and completion.
- The pool of year 12 Indigenous students is small but information and support for those interested in entering a medical course should also target mature aged Indigenous students. An audit of Indigenous students in Australian medical schools revealed little increase in numbers in recent years and universities' strategies for addressing these issues. As a direct result of this project the Faculty of Medicine, Nursing and Health Sciences has employed an Indigenous liaison officer who answers directly to the Dean. It is anticipated that this will result in increased applications and enrolments.
- The Gippsland campus, through Commonwealth funding (2007-2012), has offered the Koorie Footprints to Higher Education program. This access and participation program has employed Indigenous staff including a coordinator and support staff. This program aims to inspire secondary students to regard university as a realistic and achievable goal, with activities such as:
  - annual Koorie Footprints camp
  - attending community based expos.
  - schools visits by Footprints staff
  - facilitating school visits to campus
  - networking with School and community Indigenous support workers
  - hosting the Gippsland Victorian Certificate of Education (VCE) & Victorian Certificate of Applied Learning (VCAL) students' achievement awards
  - secondary schools attending print making workshops at the Gippsland campus
  - evaluation and documentation of activities against best practice
- Throughout 2009 the Australian Association of Mathematics Teachers (AAMT) and staff from Monash have worked collaboratively on the Victorian component of a 4 year project funded under the Closing the Gap Initiative which aims to improve numeracy skills and outcomes for Indigenous High School students. The project is called "Making it Count".
- Monash's involvement in this project, through its Faculty of Education, includes the following elements:
  - establishment of a cluster of schools centred on Healesville High School;
  - provision of support to the Healesville High School staff in relation to mathematics education development;
  - provision of support to Healesville High School staff with issues around Indigenous education including the development of cultural competency of teachers of mathematics and others, and productive community engagement that supports mathematics learning and numeracy development; and
  - independent evaluation of the project outcomes.

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

- In 2009, 35 of the 10768 (0.32%) domestic student completions at Bachelor level and above were Indigenous (0.21% of all student completions). In 2008, 21 of the 9,551 (0.21%) domestic student completions at Bachelor level and above at Monash were Indigenous (0.15% of all student completions).
- CAIS has extended and improved the support to Indigenous students through the appointment of specialist subject tutors.
- Gippsland's Koorie Footprints to Higher Education has employed a tutorial coordinator to increase student access to services.
- In 2009 the Indigenous Student Services Unit commenced training Indigenous students in Aboriginal and Torres Strait Islander Mental Health First Aid training. This is a pro-active approach to student support. The training also provides students with an opportunity to meet other students and create another level of peer support. This has proved to be an excellent way to foster and encourage involvement with and between students. For those students who have not had community connections, it also acts as an introduction to cultural issues and provides a safe place for them to discuss sensitive matters such as identity. This has become an important aspect of the process whereby CAIS supports strengthening students' pride in their Indigenous heritage.

- A mentor program was instituted at the end of 2009 to begin in 2010. All Indigenous pathway students (both on and off-campus) are assigned an academic mentor. Commencing students were encouraged to participate in this program.
- Established and funded the Indigenous Women (Student's) Advancement Program (IWAP). This program is student driven and will focus on the needs of students. In 2009 the IWAP has identified workshops on the following topics:
  o financial planning/budgeting;
  o cooking on a budget; and
  o Adolescent Mental Health First Aid Training.
- CAIS has developed and supported an Indigenous Men's Business Program.
- Established in previous years, but expanded and now properly resourced, the student Peer Support network is continuing to grow and strengthen via CAIS funded social events: the attendance or participation in National Aboriginal and Islander Day Observance Committee (NAIDOC) celebrations, including the NAIDOC Ball; and the development of an e-support group via Facebook.
- CAIS employed an Indigenous Tutoring Assistance Scheme Officer one day per week to improve services and academic support to current students and tutors.
- CAIS regularly participates in Faculty/Divisional Equity and Diversity Committees in each faculty in order to continue improving University-wide support to Indigenous students and to ensure the retention and completion rates of Indigenous students are improved.

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

- All Australian Monash campuses fly the Aboriginal and Torres Strait Islands flags alongside the Australian flag.
- The University has introduced Indigenous stoles, in Aboriginal and Torres Strait Islander colours, which Indigenous graduands may elect to wear if they desire. All graduations are preceded by the Chancellor (or Deputy) making an Acknowledgment of Country. Council meetings also include an Acknowledgment of Country.
- Monash University has established an annual 'Elders Event' where Elders and traditional custodians are invited to participate in a dialogue with members of Council and members of the University's senior management team.
- Over the past ten years CAIS has run a highly successful academic teaching and research program. The staff are routinely awarded some of the highest teaching evaluations in the University and frequently receive teaching awards. The Centre also regularly receives the largest number of nationally competitive research grants compared to other Indigenous Studies units. CAIS staff are active across the University, nationally and internationally in promoting, maintaining and supporting the teaching of Indigenous studies, cultures and languages to all.
- In 2009 the Centre for the Advancement of Learning and Teaching (CALT) at Monash completed a twelve month project, Yulendj, aimed at integrating Indigenous knowledge and wisdoms within the framework of inclusive learning and teaching policies and practices at Monash University. In July, 2009 as part of the Yulendj Project CALT hosted a half-day seminar led by Professor Lester Irabinna-Rigney, Director, Yunggorendi, First Nations Centre for Higher Education and Research, Flinders University.
- The Faculty of Medicine, Nursing and Health Sciences provide a unit for students entitled Indigenous Health and well-being which examines the impact of colonisation and government legislation on the health and well-being of Indigenous Australians; and overview of the complexity of Aboriginal health; access to health care systems and how Indigenous communities practice self-determination in the delivery of health care and well-being.
- Cultural Awareness training for non-Indigenous Monash staff and students has been conducted at Clayton campus by the Equity & Diversity Centre and at the Gippsland campus by the Koorie Footprints to Higher Education program.
- CAIS academic staff give advice and support academic staff across the University who wish to include Indigenous material into the curriculum and teaching materials.
- The Director of CAIS and other Indigenous academic staff deliver many guest and public lectures, radio and television interviews each year.

- The Indigenous Garden at the Clayton campus established over many years by Dr Beth Gott, was relocated on the campus and was a feature of the Elders Day. On that day, Indigenous chef, Mark Olive, praised the work of Dr Gott in inspiring his creativity in using Indigenous ingredients.
- In 2009, the Monash University Museum of Art acquired Banumbirr - Morning Star Poles by Indigenous artist Gali Gurruwiwi from Elcho Island in Arnhem Land for the Monash University Collection. Gali Gurruwiwi, also a renowned Indigenous dancer, performed at the official unveiling of the artwork held in the Robert Blackwood Hall.
- As part of the collaborative agreement between Monash and Oxfam Australia, an Oxfam Shop has been opened in the University's Campus Centre. The Shop supports and promotes the Australian Native Food Industry through stocking a range of Indigenous foods and ingredients provided by Outback Pride. The Shop also stocks a range of Australian Indigenous giftware from the Oxfam range.
- CAIS also has: a vibrant and well-attended research seminar series; andsupported and encouraged the inclusion of Indigenous issues into units in all faculties with curriculum development being undertaken where required.

Plans for future improvement

- In late 2009, following a review of the University's Equal Opportunity Committee, the Vice-Chancellor proposed a new governance structure to provide direction and oversight for the University's Social Inclusion Agenda. As part of these revised governance arrangements, the Vice-Chancellor invited Professor Colin Bourke, to chair an Indigenous Advisory Committee which will provide strategic advice to the University in all Indigenous staff, student and community engagement matters.
- The Manager Indigenous Student Services Unit has been liaising between School, TAFE and community sectors to support and facilitate development of the aims of the University's Indigenous Education Statement.
- Increasing Indigenous employment at the Gippsland campus including a Koorie Student Support Officer and additional academic staff.
- Establishment of an Indigenous Advisory Committee at the Gippsland Campus.
- CAIS will continue to monitor, review and expand the Monash Indigenous Access Scheme, as part of the University's commitment to equity, diversity and excellence. As part of the promotion of this Access scheme, students who have succeeded will be in advertisements as role models within their own communities. This should increase participation and interest in the program.

Constraints to the recruitment of Australian Indigenous students to Monash University

- In 2009 the University has increased its recruitment activities focussed on Indigenous school leavers in Victoria and TAFE students whilst recognising the high level of competition between the universities for these students.
- Further work is required to enable more flexible and guaranteed pathways for students to progress from TAFE to university.
- The predominant low socio-economic status of Australian Indigenous people continues to hinder their access and participation in the Higher Education sector. Restrictions in obtaining ABSTUDY allowances, costs of accommodation and increasing student fees make it difficult for an Indigenous student to undertake study at university.

Section 3 Expenditure of Indigenous support program grant

	INCOME for Indigenous higher education purposes	
1	ISP 2009 grant only	$416,000
2	Unspent 2008 ISP funds, carried over to 2009 – as reported in your providers 2009 audited annual financial statements	$
3	**TOTAL ISP income for 2009**	**$416,000**

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4	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds)** TJSF Fund(Division Melbourne Community Foundation) $26,100 Investment Income $2,975 Lorna Lippmann Award $8,307	$ 2,042,651
5	**Total Indigenous higher education income for 2009**	**$2,458,651**

6	**EXPENDITURE of <u>Indigenous Support Program</u> (ISP) 2009 grant only (from Item 3)**	
6a	Operating costs, including salaries, for Indigenous support services	$1,853,550
6b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (eg. New computers in the ISU). In 2009, there was a buy-back of all Vehicles by the University $21,231 The vehicle is now on an annual lease per University Policy	$
6c	Higher education provider overheads.	$516,203
6d	Other Indigenous Support Program expenditure (please list major items publications and program costs). Hands on Health Camp $21,517 Sports Traineeship $13,694 Scholarship $10,250 Student Support $6,993 NAIDOC Ball and Social Committee $2,656 Community Engagement $2,500 Student ANZOC Conference $1,892 Student NUS Conference $796	$ 60,298
6e	**Total Indigenous higher education expenditure for 2009**	**$ 2,430,051**
7	**EXPENDITURE of Other Funds in 2009**	
7a	Expenditure of Other funds provided to Indigenous higher education Item 4 (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds).** TJSF Fund (Division of Melbourne Community Foundation) $26,100 Lorna Lippmann Award $2,500	$28,600
7b	**Total Indigenous higher education expenditure for 2009**	**$ 2,458,651**

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Section 4 Institution's Contact Information

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Section 5 Publication of the statement
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8. RESEARCH AND RESEARCH TRAINING

1. What are the key features and achievements of the institution's research performance during 2009?

In 2009 Monash received the highest amount of funding ever received for ARC Discovery Grants with $29m representing an increase of $9M over the 2008 grants in this category and moving from 8% to 10% in its share of grants under this scheme nationally. Monash also improved its overall ranking from fifth in 2008 to third in 2009 amongst the Go8 in the total value of ARC Linkage funding awarded.

Monash continued its upward trend in weighted publication output in 2009. Having improved its ranking on this dimension from fifth to fourth in the Group of Eight in 2008, this position was consolidated in 2009 with a further increase of 8.6%, from 3470 to 3770 weighted publications. Monash lead Australian universities in the rankings of University-Industry Co-Publications Scoreboard produced by Leiden University.

In 2009 Monash continued to consolidate earlier achievements in establishing major new projects and partnerships, particularly in the biomedical sciences, nanosciences, climate and environmental sciences and engineering (telecommunications) and the development of world-leading research platforms:

- The Australian headquarters of the prestigious European Molecular Biology Laboratory, the Australian Regenerative Medicine Institute (ARMI), was officially opened in 2009 and continued its program of senior appointments and the opening of dedicated research platforms, including the FishCore facility, the largest zebrafish facility of its kind in the southern hemisphere. The institute, based at the Clayton campus, is part of the largest single financial commitment to research that Monash has ever made, with the University investing $103m into the construction of cutting-edge laboratory facilities for biomedical research;
- A Monash research group was awarded $8M for the ARC Special Research Initiative for work on the Bionic Eye;
- A Monash researcher in the Department of Epidemiology and Preventive Medicine was awarded US$21.6M over seven years from the National Institutes of Health (NIH) for a project entitled ASPirin in Reducing Events in the Elderly;
- One Monash researcher received the 2009 Science Minister's Prize for Life Scientist of the Year and another was awarded a 2010 Pfizer Australia Research Fellowship worth $1m over five years; and
- The Melbourne Centre for Nanofabrication led by Monash was successful in raising $16.5M in Super Science Education Investment Fund (EIF) funding for new equipment in biomedical and energy areas.

2. What are the key features and achievements of the institution's research training performance during 2009?

Monash has introduced and further developed a number of strategies in 2009 to improve the quantity and the quality of its Higher Degree by Research (HDR) student cohort.

Competition for high quality domestic students is strong as all universities have benefited from increases in the number of federally funded APA scholarships. Strategies adopted at Monash have led to significant increases in the numbers of applications received from both domestic and international HDR candidates for both scholarships (25% increase over the previous year) and candidature, with no evidence of an overall decline in quality. In 2009 total domestic HDR enrolments increased 9.25% to a total of 3933 and international enrolments by 21.5% to 1042.

These strategies have included the release of Stage 1 of the new streamlined and online central enquiry management and admissions process (Higher DREAMS) at Monash, increasing the overall number of initial applications and optimising conversion from enquiry to application, and then to offer and acceptance. In 2009 Monash also increased its allocation of central funds to HDR scholarships, travel and publication awards by $1.12m to a total of $14.90m.

A number of strategies are enabling a focus on improving HDR completion rates. These include an enterprise-wide Business Intelligence system that that is enabling performance monitoring and

management by cohort. This combined with analysis of a 2009 postgraduate research supervision survey has enabled faculty-specific plans to be devised for improving cohort completion rates and the addressing of student satisfaction issues. Monash's best practice supervision training program continues to expand with over 2000 supervisors at Monash now trained at Level 1 or 2 (basic or advanced). The program is now being conducted on both our South African and Malaysian campuses, with the latter also now available to participants from other Malaysian universities.

The IITB Monash Joint PhD Program located at the IITB Monash Research Academy in Mumbai, India strengthened in 2009. 32 students were enrolled in the program and the breadth and depth of the available funded research programs grew as did the policy and procedural structures that have been developed to implement the program. This complements a number of other joint award PhD programs initiated in 2009 in China and Sweden together with opportunities for Monash doctoral candidates to have access to a period of funded research at a research institution in Singapore.

3. *What are the key features and achievements of the institution in contributing to innovation in 2009?*

Highlights of Monash research activity that contributed to innovations in 2009 include:

- Discoveries by Monash researchers in optical Orthogonal Frequency Division Multiplexing (OFDM) resulted in the formation of Ofidium (end 2008), a start-up company with $3M venture capital funding which licensed the patents which this research had generated. Throughout 2009 Ofidium established itself and grew to employ 14 staff. Optical OFDM is now a leading contender for the long haul optical fibre connections which form the backbone of the entire Internet. Ofidium's unique optical OFDM technology enables 100 gigabit-per-second transmission over existing telecommunications infrastructure and has changed the direction of R & D in this area in leading international companies such as Alcatel Lucent and Nokia Siemens;
- Development of bovine leptospirosis vaccine with Pfizer Animal Health and swine dysentery vaccine with Schering Plough Intervet;
- The Lifespan Project conducted by Monash psychology researchers has led to: 1) The first statewide survey of the mental health of South Australians with intellectual disability; 2) The development of policy and a service delivery plan by Disability Services South Australia for meeting the mental health needs of people with intellectual disability in South Australia; 3)The development of carer completed checklists which assist in the assessment of the mental health needs of adults with intellectual disability including aged adults and Indigenous Australian adults;
- Collaboration between Monash chemistry researchers with Industry Partner Evonik GmbH of Germany has led to several inventions during 2009 and patented technologies which will allow the development of large scale lithium batteries for electric vehicles, solving safety concerns with current technology;
- Research undertaken by members of the Monash University Accident Research Centre (MUARC) has had major policy impact in various national and international jurisdictions. 2009 examples include: work into drivers' exposure to distracting activities and a roadside observational study of drivers' mobile phone use significantly influenced the changes made to the hand-held mobile phone legislation introduced by VicRoads in November 2009. On 19 March 2009 the WA Parliament adopted the new 'Towards Zero' Road Safety Strategy for the period 2008-2020, which was heavily based on strategy development, modelling and target-setting conducted at MUARC.

4. **How many research collaborations and partnerships was the university involved with in 2009 with:**

(a) other Australian universities and research organisation	183
(b) universities and research organisations overseas	71
(c) industry and other partners in Australia	1292
(d) industry and other partners overseas	202

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