AUSTRALIAN CATHOLIC UNIVERSITY
INDIGENOUS EDUCATION STATEMENT 2011

SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

Australian Catholic University (ACU) continues its support of Indigenous communities through its long-term commitment to high quality Indigenous education and research, and a range of partnerships with local communities. The ACU Mission Statement calls it to be "guided by a fundamental concern for justice and equity, and for the dignity of all human beings" and its Reconciliation Statement adopted by the University Senate in 1998 explicitly commits the University and its staff and students to the following goals:

- Each campus will endeavour to involve the Indigenous people of the region in the life of the University;
- Each year the University through its campuses will recognise Indigenous culture with activities involving the University community;
- The University through its policies and practices will encourage greater participation of Indigenous people in tertiary education;
- Aboriginal and Torres Strait Islander perspectives will be integral to the curriculum of the University;
- The University will join with other universities and institutions of higher education to achieve reconciliation with Indigenous peoples.

The University’s strategies for Indigenous education and research within the context of the Strategic Plan 2009-2011 are embedded in the Indigenisation Thematic Plan 2009-2011, which is organised in terms of the following six goals:

- Indigenous Student Population
- Student Experience
- Learning and Teaching
- Research Outcomes
- Community Engagement
- Staffing.

ACU is currently developing its Indigenisation Thematic Plan for 2012 – 2014, with ongoing input and advice from CIER.

Centre for Indigenous Education and Research

The Centre for Indigenous Education and Research (CIER) provides strategic direction and leadership for the University in the areas of Indigenous student support, teaching and learning, research and community engagement.

This is achieved through a range of strategies including establishing collaborative research partnerships, continuing to contribute Indigenous perspectives and knowledge into the development and delivery of courses, evaluation and refinement of Indigenous student support mechanisms, strengthening the University’s links to Indigenous communities through community engagement projects, and contributing to leadership within and for the University through representation at key forums and in scholarship and educational initiatives.

Developing the staffing profile of the Office of the CIER Director and the four Indigenous Higher Education Units in Brisbane (Weemala), Sydney (Yalbalinga), Melbourne and Ballarat (Jim-baa-ier), and Canberra (Dhara Daramoolen) has been an ongoing process throughout 2009, 2010 and in early 2011. Recruitment has resulted in the majority of the positions being filled by continuing Indigenous staff. They occupy key roles such as Academic Coordinators, Student Support Officers and Residential Officers; the latter provide support to the University’s away-from-base programs.
Four new research positions were introduced in early 2011: the Parental and Community Engagement (PaCE) Project Officer and Research Assistant, along with two Stronger Smart Learning Communities (SSLC) Research Assistants. These appointments have increased the number of Indigenous employees in CIER.

Out of 14 full-time positions, 11 are occupied by Indigenous staff. Out of eight (8) part-time positions, six (6) are occupied by Indigenous staff. Thus, the total Indigenous staff number is 17.

The attached CIER Organisation Chart (Attachment 1) shows the structure of the Centre and staff positions.

<table>
<thead>
<tr>
<th>CIER Staffing 2011</th>
<th>Indigenous</th>
<th>Non-Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td>E - Professor</td>
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<td></td>
</tr>
<tr>
<td>C – Senior Lecturer</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>C – Senior Lecturer - Part time</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B – Lecturer</td>
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<td></td>
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<tr>
<td>HEW 8</td>
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<td>HEW 7 – Part-time</td>
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<td></td>
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<td>1</td>
</tr>
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<td>HEW 5 – Part-time</td>
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<td>1</td>
</tr>
<tr>
<td>HEW 3 – Part-time</td>
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<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2010 AND PLANS FOR FUTURE YEARS

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

ACU actively promotes the participation of Indigenous people in decision-making processes at all levels.

Indigenous staff and community members now have membership of the following committees:

- Executive Planning Group
- Academic Board (2 Indigenous members)
- University Research Committee
- Community Engagement Committee (new committee)
- University Human Research Ethics Committee
- Planning committees for Orientation and Open Day
- Faculty of Arts and Sciences Board
- Faculty of Business Board
- Faculty of Education Board
- Faculty of Health Sciences Board
- Faculty of Theology and Philosophy Board
- Campus Management Advisory Committees
• New South Wales Chapter
• Nano Nagle, Wexford and Pratt Foundation Scholarship Committees

Membership of the University Senate is prescribed by the Constitution of Australian Catholic University Ltd (http://my.acu.edu.au/39615). Five (of sixteen) senators are elected by the University community and eight senators are elected by the members of the Company “to represent the interests of the broader community”. To date, there have been no nominees from the Indigenous community presented for consideration by those electorates.

Indigenous staff and community members are also involved in Indigenous-specific committees that are sub-committees of or provide input into key University committees:

• **The University’s Indigenous Education Committee (IEC)** provides advice on issues affecting Indigenous education. The Indigenous membership of the committee includes senior staff of CIER and Indigenous community representatives from New South Wales, Queensland, Victoria and the Australian Capital Territory. The Committee, which is a sub-committee of Academic Board, meets twice each year to advise the University through a formal report to Academic Board. **Ten out of 13 members are Indigenous and the Committee includes two Indigenous Elders.**

• **The Indigenous Research Committee**, established in 2003, continues to develop and monitor research initiatives and ethical and cultural guidelines and protocols for research of Indigenous significance carried out by staff or students of the University. The membership of the Committee includes senior staff of CIER and a key researcher from each Faculty whose relevant research expertise is recognised by CIER. The Committee, which is now a sub-committee of the University Research Committee, meets twice each year to advise the University through a formal report to the University Research Committee. **Seven out of 14 members are Indigenous and one external member is a senior Indigenous researcher.**

• The University has established an Indigenous Employment Strategy Steering Committee, which includes Indigenous representation (including senior staff of CIER and an external Indigenous community member), to support the role of the Indigenous Employment Coordinator in progressing the University’s Indigenous Employment Strategy. **Seven out of 11 members are Indigenous.**

• Four Indigenous Higher Education Units, which are now incorporated into CIER and staffed mainly by Indigenous persons, are located on campus in Brisbane (Weemala), Sydney (Yalbalinga), Melbourne and Ballarat (Jim-baa-yeer) and Canberra (Dhara Daramoolen). The Academic Coordinators of these Units liaise closely with Heads of Schools, Course Coordinators and Faculty staff about curriculum, research and Indigenous support matters. The Sydney-based Unit has offices at both the Strathfield and North Sydney campuses.

• Indigenous staff members are encouraged to participate on external committees, such as Indigenous consultative bodies, education networks and relevant boards, to gain and enhance their decision-making skills and to represent ACU formally in the communities associated with its six campuses. For example, the Jim-baa-yeer Academic Coordinator is a member of the Ballarat Local Aboriginal Education Consultative Group and the Opening the Doors Educational Foundation, the Yalbalinga Academic Coordinator is a member of the National Indigenous Higher Education Network (NIHEN) and the CIER Director is a member of the ALTC Awards Committee.

• Indigenous leaders within ACU provide an Indigenous perspective on the activities and policies of the University; the Higher Education Units provide support for Indigenous students, advice and assistance to perspective Indigenous students, and information concerning ACU courses to communities and schools.

**Role and Responsibilities of Aboriginal and Torres Strait Islander leaders**

Key roles held by Aboriginal and Torres Strait Islander Leaders at ACU include the Director, CIER, four Academic Coordinators of Indigenous Higher Education Units at each campus, including one who
is also Associate Director of CIER and Associate Professor, Indigenous Education. Details of their roles and responsibilities are provided below.

**DIRECTOR CIER**

Subject to the direction of the Deputy-Vice-Chancellor (Academic), the specific responsibilities of the role include:-

- promoting excellence in the quality of the University’s teaching, research and research training, and community engagement activities involving Indigenous students and their communities, and monitoring and reviewing these activities;
- promoting and contributing across the University to the teaching, academic planning, administration, review and development of courses with an Indigenous component;
- contributing to the provision of culturally respectful Indigenous student support and students’ successful learning, development, professional accreditation and employment;
- contributing towards the development of research and research training programs within the University designed for the needs of Indigenous researchers and researchers engaged in Indigenous research activities;
- providing leadership towards achieving the mission and strategic intent of the University, implementing its strategic initiatives, assuring quality and promoting higher education as these activities relate to Indigenous students;
- promoting development and recognition of activities within and beyond the University to encourage increased participation in higher education by Indigenous students;
- participating in selection and retention of staff allocated to the Centre and across the University, and supervising Centre academic and general staff;
- encouraging and monitoring staff development in terms of qualifications, teaching skills, research and other professional development;
- contributing to budget planning for the Centre in consultation with the Deputy-Vice-Chancellor (Academic), authorising/delegating expenditure of the budget allocated to the Centre, and responsibility for adherence to budget;
- developing cross-cultural awareness programs for academic and general staff across the University; and
- other duties as determined from time to time.

**ACADEMIC COORDINATOR/ASSOCIATE DIRECTOR – INDIGENOUS HIGHER EDUCATION UNIT**

The responsibilities of this position include:

**Leadership**
- Providing leadership in the development and implementation of University policies, strategies and programs for the successful operation of the Centre for Indigenous Education and Research;
- Actively contributing to the strategic direction of the Centre by undertaking a national portfolio of responsibilities for the Centre and representing the Centre in this area within the University and outside the University both nationally and internationally;
- Promoting flexibility, innovation and excellence in the design and delivery of the Unit’s programs.
- Collaborating with the Faculties in course development, teaching and research;
- Implementing, monitoring and evaluating University policies and procedures in relation to the student experience;
- Providing academic, cultural and personal support to students;
- On behalf of the Centre Director managing and ensuring compliance with requirements for internal University and external Government reporting;
- Actively engaging in and supporting the University’s Mission and strategic direction in all activities both within and outside the University;
- Contributing to scholarship and research outputs.

**Management and Quality**
- Managing the day-to-day operation of the Indigenous Education Unit;
- Managing, coordinating and evaluating the away-from-base programs offered within the Unit;
• Managing the ITAS and ISEP programs including the acquittals and other requirements of the funding bodies;
• Managing and monitoring the Unit’s annual budget;
• Developing, in consultation with the Centre Director and relevant staff, quality assurance mechanisms and strategies for continuous improvement of the Unit’s activities;
• Promoting a culture and climate which supports continuous improvement in the quality of Indigenous education and research;
• Engaging staff of the Unit in effective change and delivering, rewarding and embedding new approaches to programs and structures, within a collegiate framework;
• Facilitating the provision of mentoring and coaching and ensuring support is available for the development of permanent and casual staff in the Unit;

Representation
• Representing and promoting the Centre for Indigenous Education and Research and the University both internally and externally;
• Taking an active role in School, Faculty and University committees and participating in relevant forums as a representative of the Centre, as required;
• Providing strategic advice on the marketing and promotion of the Centre’s activities, input into the development of promotional materials and, where necessary, participating in initiatives to promote the University and its programs.

Professional Development
• Maintaining currency with developments in own discipline and in developments in Indigenous education, research and cultural issues;
• Attendance at professional development workshops, conferences, seminars and network meetings, as relevant to the role and approved by the Director.

SENIOR LECTURER/ASSOCIATE PROFESSOR INDIGENOUS EDUCATION

The responsibilities of this position include:

• Academic leadership across the Faculty in teaching and learning, including curriculum development and implementation, teaching/learning innovations, and the application of information and communication technologies to facilitate student learning, in particular in developing awareness and understanding of Indigenous issues;
• Supervision of higher degree research students;
• Teaching in the Master of Education and other Faculty postgraduate coursework programs;
• Leadership and mentorship across the Faculty in research and scholarship, development of research teams, and achieving research outcomes consistent with research and publication performance indicators;
• Development of successful research grant proposals and leadership of projects of high quality and impact in Indigenous education in areas relevant to the Faculty's research program;
• Promotion and dissemination of research activities and outputs, nationally and internationally, with particular attention to key stakeholder groups in education;
• Promotion of linkages and opportunities for collaboration, nationally and internationally, as well as within ACU.

Role of Indigenous Higher Education Unit (IHEU) in decision making process

• The four Indigenous Higher Education Units are regularly consulted by all Faculties in relation to Indigenous students or programming;
• All Units are consulted by individual staff and students for advice on ethical issues concerning Aboriginal and/or Torres Strait Islander study areas;
• The Units have ongoing involvement in functions on campus which require Acknowledgement of Traditional Owners or Welcome to Country by suitably qualified community members.
Further, to enhance the work of CIER and promote Indigenous participation in the work of Australian Catholic University, the University has recently established Associates of CIER. This honorary title may be accorded to staff of the University, Indigenous community members, and other persons external to the University, who are acknowledged by CIER to have the potential to make a substantial and strategic contribution to its learning and teaching, research and scholarship, community engagement and/or service activities. To date, four Associates have been nominated and appointed.

2. Increase the number of Indigenous peoples employed as academic and non-academic staff

Indigenous Employment Strategy

The ACU Indigenous Employment Strategy (IES) 2009-2011 was reviewed, approved and published on the University’s web site in its current format in 2010. It can be located through a number of portals on ACU’s web site. The direct link to the Strategy is http://www.acu.edu.au/policy/175831

The IES is aligned with the University’s strategic planning framework, drawing from the Indigenisation and People and Culture Thematic Plans. The strategy was developed after obtaining input from members of the Indigenous Employment Strategy Steering Committee, which is chaired by the Deputy Vice-Chancellor Academic, and includes representation from CIER, the wider Indigenous community, the Indigenous Employment Officer, and members of the Human Resources Directorate.

The IES is written in the form of an operational plan, which provides clarity regarding its objectives and tasks. It articulates the University’s aim in to increase the employment of Indigenous staff at all levels of work activity and across all classification levels to be commensurate with the number of Indigenous students. (refer Strategy 1) Key objectives also include the provision of support and guidance that will encourage Indigenous employees to seek career development opportunities and reach their potential.

In 2005, the University established an Indigenous Employment Strategy Steering Committee. This Committee includes Indigenous representation, internal and external to the University, and meets four times per year to support the work of the Indigenous Employment Officer in progressing the IES.

Membership of the IES Steering Committee includes:
- Deputy-Vice-Chancellor (Academic) (Chair)
- Indigenous community member
- Director, Centre for Indigenous Education and Research
- Academic Coordinator, Yalbalinga Indigenous Higher Education Unit
- Academic Coordinator, Dhara Daramoolen Indigenous Higher Education Unit
- Academic Coordinator, Jim-baa-yer Indigenous Higher Education Unit
- Academic Coordinator, Weemala Indigenous Higher Education Unit
- Director, Human Resources
- Manager, Employment Relations
- Coordinator, Staff Equity and Diversity
- Indigenous Employment Officer (Executive Officer)

Strategies for increasing numbers of Indigenous Australians employed at ACU

ACU is committed to improving employment outcomes for Indigenous Australians. The IES aims to increase the employment of Indigenous staff at all levels of work activity and across all classification levels to be commensurate with the number of Indigenous students.

The IES’s objectives also include the provision of support and guidance that will encourage Indigenous employees to seek career development opportunities and reach their potential.

ACU has progressed its objectives to provide a supportive environment for Indigenous staff members, and increase the number of Indigenous staff through the following:
• The ongoing Indigenous Employment Officer role, which focuses on enhancing Indigenous employment outcomes and the provision of support and assistance to existing Indigenous staff members;

• The significant contribution of the Centre for Indigenous Education and Research (CIER) in promoting excellence in Indigenous higher education, providing opportunities for Academic and professional staff, and a pathway for career development;

• Implementation in 2011 of the Indigenous Studentship Scheme. Five early career Indigenous Academics have commenced with ACU, one in each faculty. The studentship recipients will be supported to gain their PHD while developing their academic skills with the assistance of high levels of support and mentoring. The implementation of this program demonstrated the University’s genuine commitment to increasing the number of Indigenous Academics in Australia;

• Consultation with Indigenous staff at the recent CIER Retreat, which provide an opportunity to canvass staff support needs and their input regarding building stronger relationships between Indigenous and non-Indigenous members of the University community. Programs stemming from the feedback are currently under development;

• Investigation of career opportunities for Indigenous Australians through potential traineeship and cadetship programs. At present, there is one Indigenous Trainee based at the North Sydney Campus in an administrative role. This staff member has successfully completed Certificate 3 in Business Administration, and is continuing employment with the University;

• Continuous improvement of recruitment practices, including the use of specific Indigenous media to advertise and promote vacancies and extensive Indigenous community networks;

• The development of links with Indigenous Employment Officers at other higher education institutions, with the view of sharing ideas and improving practice throughout the sector. ACU is currently involved in networks in NSW, ACT, Victoria and Queensland;

• The involvement of the Indigenous Employment Strategy Steering Committee, which is chaired by the Deputy Vice Chancellor Academic and includes representatives from CIER, Human Resources and the Indigenous community provides valuable input into the implementation of the IES;

• The provision of Indigenous Cultural Awareness Training by the Indigenous Employment Officer at all campuses;

• The inclusion of cultural competency in the University’s Leadership Competency Framework currently under development;

• Involvement in community events such as Indigenous career fairs;

• Generous provisions that support Indigenous staff including fifty percent additional study leave for professional staff and up to five days each of both ceremonial and cultural leave;

• ACU currently has six Aboriginal and Torres Strait Islander specific positions. These include one Indigenous Administrative Trainee, at HEW 4 level and the five Staff Research Scholarship recipients, which are level A and Level B academic roles. The University plans to explore the possibility of further identified positions as part of the Indigenous Employment Strategy;

• Increasing the employment of Indigenous final year students and graduates as Indigenous Tutorial Assistance Scheme (ITAS) tutors.

The Indigenous Employment Officer, CIER and Human Resources work collaboratively to identify opportunities for increasing the employment of Indigenous staff at ACU.

Activities planned for 2011 address the following goals, namely to:

• promote and support the continuing success of the Indigenous Research Scholarship Scheme

• develop and pilot a Traineeship/Cadetship program for professional staff. Participants would have completed a Certificate IV in Business by the end of the 2-year program;

• continue to develop the database of potential Indigenous academic and professional staff through expressions of interest as a means of advising them of future employment opportunities within
ACU. Faculties (and other organisational units) seeking to employ Indigenous staff have access to this database, which contains details of applicants’ backgrounds and expertise and is especially useful in the employment of casual/sessional staff;

- following the successful 2009 Prospective Indigenous Academic Orientation Workshop (PIAOW) in Brisbane, deliver 2-day workshops in Sydney and Melbourne for Indigenous people interested in becoming academics to familiarise them with higher education learning and teaching. These workshops are presented by CIER and ACU’s Learning and Teaching Centre;

- expand Indigenous email networks to which to forward employment opportunities, including of Indigenous Employment Coordinators at other universities and agencies;

- deliver Lunch Box sessions to brief ACU staff across the campuses on the IES and other future plans and directions;

- continue to deliver Cultural Awareness Training for staff across the University’s campuses to encourage greater support for Indigenous colleagues and foster a positive work environment;

- introduce a quarterly newsletter for Indigenous staff for information sharing, providing details on HR policies and answering frequently-asked questions;

- support current Indigenous staff through professional development opportunities to enhance their career prospects, including undertaking the Certificate in Frontline Supervision and the Graduate Certificate in Higher Education;

- engage with Indigenous communities to promote ACU as an employer of choice for Indigenous people, including ACU students;

- support CIER and the Faculties to promote employment opportunities and recruit and develop Indigenous staff;

- contribute to and highlight diversity events at ACU (including Harmony Day, Reconciliation Week, NAIDOC Week, Indigenous Peoples’ Week and White Ribbon Day) with a view to involving local Indigenous community members in the ACU community.

Activities held in 2010 include:

- development of the database of potential Indigenous academic and professional staff through expressions of interest;

- development of Indigenous email networks to which to forward employment opportunities, including of Indigenous Employment Coordinators at other universities and agencies;

- engagement with Indigenous communities to promote ACU as an employer of choice for Indigenous people, including ACU students;

- diversity events at ACU (including Harmony Day, Sorry Day, Reconciliation Week, NAIDOC Week, Indigenous Peoples’ Week and White Ribbon Day) with a view to involving local Indigenous community members in the ACU community.

The number of Indigenous-specific positions, detailed by occupation and level

There are currently no Indigenous-specific positions at ACU, however University recruitment and employment policies and procedures are aimed at ensuring equitable employment for Indigenous persons within a policy framework of equity for all. Indigenous people have been encouraged to apply for vacant positions and casual lecturing through processes that specifically target Indigenous people, such as dissemination of employment opportunities through Indigenous mailing networks, consultation with Indigenous staff on potential applicants, liaison with Indigenous Employment Coordinators from other universities, and advertisements in publications with high Indigenous circulation such as The Koori Mail and National Indigenous Times.
The current number of Indigenous staff at ACU and their spread across the University (including numbers in academic and non-academic roles, and by level)

Currently, there are 23 staff members who identify as Indigenous at ACU.

### Table 1 - Continuing and Fixed term positions

<table>
<thead>
<tr>
<th>Faculty/Institute/Section</th>
<th>Staff</th>
<th>Academic</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>CENTRE FOR INDIGENOUS EDUCATION AND RESEARCH</td>
<td>LEVEL E</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LEVEL C</td>
<td>2</td>
<td></td>
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<tr>
<td></td>
<td>LEVEL B</td>
<td>2</td>
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</tr>
<tr>
<td></td>
<td>HEW 6</td>
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<tr>
<td>FACULTY OF ARTS AND SCIENCES</td>
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<td>FACULTY OF BUSINESS</td>
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<tr>
<td>FACULTY OF HEALTH SCIENCES</td>
<td>LEVEL B</td>
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<tr>
<td>FACULTY OF THEOLOGY AND PHILOSOPHY</td>
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<td><strong>Totals</strong></td>
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<td><strong>11</strong></td>
<td><strong>12</strong></td>
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</table>

### Table 2 - Casual positions

<table>
<thead>
<tr>
<th>Faculty/Institute/Section</th>
<th>Staff</th>
<th>Academic</th>
<th>Professional</th>
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</thead>
<tbody>
<tr>
<td>Current University processes do not allow collection of this information, however the University is currently reviewing this aspect of data collection for future implementation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
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</tr>
</tbody>
</table>

The role played by ACU’s IHEUs in improving Indigenous employment at ACU

The Centre for Indigenous Education and Research (CIER) and its Indigenous Higher Education Units play important roles in increasing and retaining the number of Indigenous staff at ACU. To achieve this goal, the Indigenous Employment Officer works collaboratively with staff from CIER and the four Indigenous Higher Education Units and this partnership is evidenced in a number of ways:

- membership of relevant committees (IES Steering Committee; Indigenous Education Committee, Indigenous Research Committee) where these matters receive ongoing attention at the national level;
- provision of advice for the development of Position Descriptions and Duty Statements for positions likely to attract Indigenous applicants;
- membership of selection panels;
• the Indigenous Employment Officer consulting individually with the Academic Coordinator of the relevant Indigenous Higher Education Unit to progress IES activities on the campus;
• the Indigenous Employment Officer attending career expositions with staff from the Indigenous Higher Education Units to promote ACU as an employer;
• involvement of CIER staff in the development of the new Indigenous Employment Strategy.

3. **Ensure equitable access for Indigenous students in higher education**

Commencing Indigenous student numbers for 2010 (access rate) as compared to 2008 and 2009 with an all-student comparison

The table below presents details of Indigenous and all student enrolments for the period 2008-2010.

<table>
<thead>
<tr>
<th>ACU Indigenous Student Headcount</th>
<th>Year</th>
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<td></td>
<td>2008</td>
</tr>
<tr>
<td>Commencing</td>
<td>168</td>
</tr>
<tr>
<td>Continuing</td>
<td>192</td>
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<tr>
<td><strong>ACU Indigenous Grand Total</strong></td>
<td>360</td>
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</table>

<table>
<thead>
<tr>
<th>ACU All Student Headcount</th>
<th>Year</th>
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<tr>
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<td>2008</td>
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<td>Commencing</td>
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<tr>
<td>Continuing</td>
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<tr>
<td><strong>ACU All Student Grand Total</strong></td>
<td>17,034</td>
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The following table provides greater detail by presenting a picture of ACU Indigenous student enrolments by campuses from 2005 to 2010.

<table>
<thead>
<tr>
<th>Student Headcount</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
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<td>NSW</td>
<td>MacKillop</td>
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<td>170</td>
<td>168</td>
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<tr>
<td></td>
<td>Mount St Mary</td>
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<tr>
<td>QLD</td>
<td>McAuley at Banyo</td>
<td>85</td>
<td>106</td>
<td>142</td>
<td>129</td>
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<tr>
<td>VIC</td>
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<tr>
<td></td>
<td>St Patrick's</td>
<td>28</td>
<td>24</td>
<td>21</td>
<td>29</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Virtual</td>
<td>n/a</td>
<td>0</td>
<td>8</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td></td>
<td>276</td>
<td>310</td>
<td>349</td>
<td>360</td>
<td>343</td>
</tr>
</tbody>
</table>
Programs run to improve access of Indigenous students

The relevant programs include:

ACU Brisbane campus, McAuley at Banyo, in conjunction with Weemala IHEU provides the following Indigenous-specific away-from-base programs;

- Associate Degree in Indigenous Education (Brisbane and Sydney);
- Associate Degree in Early Childhood Education (Brisbane and Sydney);
- Bachelor of Education (Primary) (Indigenous Studies) (Brisbane and Sydney);
- Bachelor of Education (Early Childhood) (Brisbane and Sydney);
- Bachelor of Teaching/Bachelor of Arts (Indigenous Studies) (Sydney);
- Associate Degree in Business Administration (Aboriginal and Torres Strait Islander Studies) (Brisbane).
- Bachelor of Midwifery (Brisbane)

These programs have direct entry procedures, including interviews conducted by IHEU staff and other academic staff to assess individual readiness for the preferred course;

- alternative Entry Admission Schemes (through QTAC, UAC and VTAC) for campus enrolments in conjunction with an interview process involving CIER and other academic staff. This enables ACU to assess students individually and to determine their learning and support needs prior to enrolment;
- recognition of prior learning as credit towards a proposed study program;
- increased participation in Careers and Tertiary Expos at which ACU delivers information, through the Former Origin Greats (FOGs) organisation across six sites throughout Queensland
- increased flexibility in offering of units for students enrolled in the away-from-base programs;
- delivery of away-from-base programs in communities, e.g. in 2010 structured block delivery occurred in Palm Island, Alice Springs and Darwin to support existing students and to provide opportunity to reach other potential students.
- creating a partnership with Charles Darwin University to increase the number of students choosing to study Education, Nursing and Midwifery in the away-from-base mode;
- expansion of courses offered in the away-from-base mode across other disciplines within the University, e.g. 2010 Midwifery with Indigenous Health completed with a Masters in Indigenous Leadership under development. Also, Bachelor of Business Administration and Associate Degree in Indigenous Health is planned to commence in 2013.
- increased participation in careers and tertiary expos which directly target Indigenous communities across a larger geographical area;
- increased liaison with individual schools such as Nudgee College, Mt St Michael’s, St Hilda’s College, St Laurence’s College, Lourdes Hill College, other schools and many community organisations to increase access to ACU.
- Bookmark Creation Spirit painting; a bookmark was included in the Orientation day show bags given to all students attending the Campus on Orientation Day; this was a new marketing strategy to increase awareness of all students about the Dhara Daramoolen Indigenous Higher Education Unit at Signadou Campus. Feedback received from students and schools proved this was a successful marketing tool.
- The Melbourne IHEU facilitates a text book loan scheme to assist their students in gaining access to the relevant textbooks needed to complete their course, without having to incur the high cost.
Details on outreach activities and their success in including and attracting Indigenous students

ACU is involved in a diverse range of outreach activities as illustrated by the following:

- Staff attending career markets to ensure Indigenous high school students are aware of schemes which facilitate their entry into the University’s courses (e.g. NAIDOC, Toowoomba Indigenous Careers Expo, FOGs, Connecting Kooris to Career Youth Jobs Expo);
- Health Science Faculty and Weemala IHEU sponsored ACU expo day for Indigenous students to Health Science Faculty in April 2011. This will now become an annual event.
- Weemala has teamed with Parent and Community Engagement Project (PACE) aimed at promoting pathways for Indigenous students completing year 12 studies. Weemala will be involved in these workshops throughout QLD at various locations for the life of the project till end of 2012
- In Canberra, exploring working collaboratively with neighbouring institutions, such as the Australian National University, University of Canberra and Canberra Institute of Technology, on joint recruitment drives, and fostering Indigenous students’ retention in tertiary education;
- CIER staff attend career expos such as; FOG’s, Mt Druitt and the NSW Rugby League Knockout at Woy Woy,
- CIER staff accepting and attending open days at school, community organisations and departmental open days;
- Weemala’s partnership with Mount St Michael’s College, which was the winner of 2010 Queensland Premier’s Reconciliation Award for Business and also received a commendation in the Partnerships category;
- Awarding of a ‘5 Star’ rating to ACU for Indigenous participation by The Good Universities Guide;
- In Victoria, Aboriginal and Torres Strait Islander students’ transitions day (in conjunction with Local Aboriginal Education Consultative Groups);
- The Indigenous Individualised Support Program (ISP);
- Attendance by Jim-baa- yer staff at Jharmbi Day which is an Indigenous student day held in Geelong and surrounding regions in conjunction with the Catholic Education Office Melbourne, to bring together students from local Catholic primary and secondary schools for mentoring with a literacy and numeracy focus;
- Indigenous students from Jim-baa- yer participating in the Koorie mentors’ program for primary and secondary students enrolled in Melbourne Catholic schools;
- Koorie Study Nights conducted on the Melbourne campus for ACU students and senior high school students;
- Strong Voices, Strong Culture Day for Indigenous high school students held at the Melbourne campus;
- CIER staff attending meetings of Indigenous education networks to speak to Indigenous education workers about study options;
- Placement of ACU job and course advertisements as well as CIER success stories in the Indigenous media to inform potential Indigenous applicants of University course information, Indigenous entry and support programs, and current employment opportunities;
- Participation in higher education networks such as National Indigenous Higher Education Network (NIHEN), the Queensland Indigenous Higher Education Network (QIHEN) and the NSW Aboriginal Education Consultative Group (AECG) by CIER staff. These forums provide valuable interaction with Indigenous staff from other universities;
Details of Indigenous-specific and other scholarships offered through ACU

The following scholarships are available specifically to Indigenous students at ACU:

**ACU Undergraduate**
- Australian Federation of University Women Queensland Scholarship
- MacKillop Foundation Scholarships
- St Vincent de Paul Society Scholarships
- St Vincent’s and Mercy Private Scholarship (Victoria)
- Gill Family Scholarship (Victoria)
- Nano Nagle scholarship (open to final year students in undergraduate course planning to continue to post graduate studies)

**ACU Postgraduate**
- Wexford Senate Bursary offered through the Queensland Chapter of the County Wexford Senate, as part of the Queensland Irish Association
- Pratt Foundation Scholarship offered through the Pratt Family Foundation
- Nano Nagle Scholarship offered through the Presentation Sisters Congregation (Queensland)
- Indigenous Research Scholarship provided annually by ACU

Indigenous students are also able to apply for other ACU scholarships and bursaries open to all students.

Promotion of scholarships to Indigenous students and take-up rates, including reasons for low take-up

Indigenous students are actively encouraged to take up scholarships through the following strategies:
- information on scholarships available is disseminated regularly;
- students are reminded of closing dates and assisted with applications;
- students are specifically encouraged/targeted to apply for scholarships;
- student success in gaining scholarships is celebrated in award ceremonies;
- establishment of an Indigenous student database facilitating email access to disseminate timely information to students regarding scholarship, bursary or other financial assistance programs.

Indigenous students are advised of scholarships by the Scholarship Office. Provision is made for the Department of Education and Training, NSW to visit the Strathfield campus during residential s to publicise its scholarships to students. Posters advising of various scholarships are prominently displayed and also emailed to students.

The role played by IHEU in improving Indigenous access to ACU

CIER continues to work with students to increase the number of applications for the scholarships offered and the success rate of applications – for example, establishment of an Indigenous student database, celebration of students scholarships, holding formal award presentations within the residential program, assisting students with completion of applications and targeting students to encourage them to apply. Further, staff from the Indigenous Higher Education Units are involved in contacting and interviewing Indigenous applicants for ACU scholarships and courses.

ACU has introduced and implemented greater flexibility for students in accessing courses by providing the course ‘in country’ at sites such as Palm Island. Access to courses not normally available in flexible learning mode has also been created – for example Bachelor of Midwifery students enrolled in the Northern Territory have selected ACU as their preferred university.
4. Achieve the participation of Indigenous students, at rates commensurate with those of other Australians

The total number of Indigenous student enrolments for 2010, compared to 2008 and 2009 with an all-student comparison

Indigenous and all student numbers for the period 2008-2010 are presented in the table below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Indigenous</th>
<th>All ACU students</th>
<th>Indigenous Students (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>360</td>
<td>17,034</td>
<td>2.11%</td>
</tr>
<tr>
<td>2009</td>
<td>343</td>
<td>18,402</td>
<td>1.86%</td>
</tr>
<tr>
<td>2010</td>
<td>337</td>
<td>20,534</td>
<td>1.64%</td>
</tr>
</tbody>
</table>

Measures have been put in place to grow Indigenous enrolments – for example, an away-from-base Bachelor of Midwifery program commenced at the Brisbane campus in 2010 and an Associate Degree in Indigenous Health is under development as well as a Bachelor of Business Administration to be implemented in Semester 1 2012. A mid-year intake into the existing away-from-base education and business degrees is now taking place.

Details of ACU’s strategies to address Indigenous participation including the IHEU involvement

- Specifically-designed courses in Indigenous Education, Business Administration and Midwifery are available only to Indigenous student cohorts. These programs enable Indigenous students to have appropriate academic, cultural and peer support, with Faculty and CIER staff working in close collaboration to assist students in their studies. These courses are:
  
  - Associate Degree in Indigenous Education (Brisbane and Sydney);
  - Associate Degree in Early Childhood Education (Brisbane and Sydney);
  - Bachelor of Education (Primary) (Indigenous Studies) (Brisbane and Sydney);
  - Bachelor of Education (Early Childhood) (Brisbane and Sydney);
  - Bachelor of Teaching/Bachelor of Arts (Indigenous Studies) (Sydney);
  - Associate Degree in Business Administration (Aboriginal and Torres Strait Islander Studies) (Brisbane).
  - Bachelor of Midwifery (Brisbane)

In 2010 the away-from-base Bachelor of Midwifery program was introduced at the Brisbane campus and has attracted students from the Northern Territory.

- The specific programs offered to Indigenous students incorporate units relating to Indigenous culture and spirituality. Wider Indigenous perspectives are incorporated throughout these programs.

- CIER staff provide a supportive and culturally sensitive environment on campus, with involvement of academic and professional staff in a range of activities, to ensure that Indigenous students are familiarised with the culture of the institution.

- The University has policies on Cultural Diversity and Inclusive Curriculum which influence the attitudes, procedures and academic program content in positive ways for Indigenous students and staff.

- Indigenous awareness programs are made available regularly to professional and academic staff across the campuses as part of the overall strategy of sensitising staff to cultural issues and ensuring that Indigenous perspectives are incorporated where appropriate.
The University has allocated targeted Commonwealth-supported places to enable Indigenous students to undertake postgraduate courses and a postgraduate research scholarship is awarded annually.

It is standard practice that an Indigenous staff member is invited to join campus planning committees.

Access to the University has been increased for Indigenous people by delivering the course material in communities.

Future plans include the development of a course focused on Indigenous health that would articulate with a number of health-related Bachelor degrees.

CIER and the four Indigenous Higher Education Units play a critical role in attracting Indigenous students to ACU, preparing them for higher education, and supporting them academically, culturally and pastorally during their studies.

Constraints in presenting away-from-base programs include the greater support that is needed for students who are studying in mixed mode, particularly those from remote communities; difficulties in finding them ITAS tutors, and small numbers in courses which impact on course viability.

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

The total number of ACU Indigenous completions at Bachelor level and above in 2010, compared to 2008 and 2009

These details are presented in the tables below.

<table>
<thead>
<tr>
<th>ACU Indigenous Student Course Completions</th>
<th>Collection Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Course</td>
<td>2008</td>
</tr>
<tr>
<td>Higher Degree Research</td>
<td></td>
</tr>
<tr>
<td>Higher Degree Coursework</td>
<td>3</td>
</tr>
<tr>
<td>Other Postgraduate</td>
<td>6</td>
</tr>
<tr>
<td>Undergraduate (Bachelor level)</td>
<td>27</td>
</tr>
<tr>
<td><strong>Indigenous Bachelor Level and Above Total</strong></td>
<td><strong>36</strong></td>
</tr>
<tr>
<td>Other Undergraduate (i.e. Below Bachelor level)</td>
<td>23</td>
</tr>
<tr>
<td><strong>ACU Indigenous Completions Grand Total</strong></td>
<td><strong>59</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACU All Student Course Completions</th>
<th>Collection Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Course</td>
<td>2008</td>
</tr>
<tr>
<td>Higher Degree Research</td>
<td>35</td>
</tr>
<tr>
<td>Higher Degree Coursework</td>
<td>524</td>
</tr>
<tr>
<td>Other Postgraduate</td>
<td>912</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>2403</td>
</tr>
<tr>
<td><strong>All Students Bachelor Level and Above Total</strong></td>
<td><strong>3,874</strong></td>
</tr>
<tr>
<td>Other Undergraduate</td>
<td>62</td>
</tr>
<tr>
<td><strong>ACU All Student Completions Grand Total</strong></td>
<td><strong>3,936</strong></td>
</tr>
</tbody>
</table>
Support mechanisms in place for Indigenous students, including the role of the IHEU and Indigenous community involvement:

- Indigenous students receive appropriate academic, cultural and personal support from CIER (and the four Indigenous Higher Education Units therein). Students requiring further counselling are referred to the University’s Counselling Service or Indigenous services such Gallang Place (Indigenous Counselling Service in Queensland).

- Academic skills and library staff work closely with CIER staff and lecturers in the Education, Business and Midwifery away-from-base programs to ensure that study skills and library sessions are incorporated in residential programs.

- CIER administers the Indigenous Tutorial Assistance Support (ITAS) program. In 2010, 66 students accessed ITAS to assist them to complete their studies. There are continuing difficulties in regard to finding ITAS tutors for students in rural and remote areas. Significantly, students enrolled in the Associate Degree in Business Administration have been supplied with headphones by the School of Business to enable them to utilise SKYPE technology to work with metropolitan-based tutors.

- Another valuable initiative has been the use of Blackboard to link students with lecturers, each other and CIER staff, particularly the Residential Officers.

- Support mechanisms are in place to provide administrative assistance to graduating students to allow them to attend and participate in their graduation ceremony.

- Financial support is provided to students to enable them to attend and participate in their graduation ceremony through the support of an external partner as well as government agencies.

- Provision of a culturally sensitive and safe environment, in which to study and relax, is of critical importance.

- The ACT Academic Coordinator is working closely with Inanna Inc community housing and has established a partnership for student accommodation for Indigenous students to help them to complete their studies.

- Ready advice and assistance are provided on matters concerning students’ studies.

- The CIER website has been developed and made live which is an additional source of information of our Indigenous students and provides detail on our courses, scholarships and resources available to them to assist them in their studies.

- Students are sponsored to participate in the wider ACU campus life such as representing ACU at the canonisation of Mary MacKillop in Rome. Representing CIER through the Indigenous All Stars team attending the ACU and Indigenous games in 2010.

- At the Melbourne Campus, the following initiatives have been implemented;
  - Koorie Study Nights for existing students and senior high school students.
  - Strong Sistahs (women’s program)
  - Deadly Brothers (men’s program)
  - Elders in residence
  - Koorie Study Skills Days.
6. **Provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures**

- Undergraduate teacher education courses in the University have a compulsory unit focusing on Indigenous cultural issues and perspectives. Elective units on Indigenous issues are available in most undergraduate courses.
- Under the *Inclusive Curriculum Policy* all courses are being reviewed progressively to ensure that Indigenous perspectives and culture are incorporated into learning experiences for Indigenous and non-Indigenous students.
- Indigenous staff are employed in teaching, course development and course review.
- Indigenous staff provide assistance to all students in addressing assessment on Indigenous issues.
- Indigenous staff have membership of Faculty boards and Academic Board to provide curriculum advice on Indigenous content in courses.
- Cultural activities on campus include participation in Sorry Day, Close the Gap campaign, reconciliation activities and ACU Indigenous Week.
- All ACU public events, including graduation ceremonies and orientation, have a Welcome to Country or traditional acknowledgment by a local Elder.
- The ACU library continues to expand its collection of Indigenous publications in all discipline areas.
- The establishment of the CIER website will enable students to access links to Indigenous resources.

**The cultural competency of ACU staff and students**

The Human Resources Directorate offers a personal development training program to staff in the form of Indigenous Cultural Awareness Training which is facilitated by the Indigenous Employment Officer. The workshop includes interactive sessions that provide participants with insights into traditional Indigenous culture and emphasis the impact of past government policies and practices on contemporary Indigenous issues.

The updated Indigenous Employment Strategy includes the introduction of a cultural competency requirement for supervisors that will be met by participation in Indigenous Cultural Awareness or Cross-Cultural Communication Training.

Cultural competency is also addressed through activities such as:

- the Indigenous Employment Officer and CIER staff conducting cultural awareness training for ACU staff;
- the Indigenous Employment Officer and CIER staff participating in induction programs for new staff;
- the annual ACU Indigenous Week where Indigenous cultures are celebrated across the campuses of the University;
- campus activities highlighting Indigenous issues, including Reconciliation Week, National Sorry Day and the anniversary of the Apology;
- The ACU policy of flying Indigenous flags on campus and having an Acknowledgement of Country and an Indigenous welcome at official functions, including Graduation ceremonies, Orientation programs for new students, major meetings and public events;
- The CIER staff retreat in February 2011, where Indigenous and non-Indigenous staff from CIER and ACU Indigenous staff came together to share knowledge and to build relationships;
- Further, workshops and training days on Aboriginal cross-cultural awareness are held twice-yearly at Jim-baa-yer along with an Aboriginal Cultural Immersion Program held every three years.
Involvement with Indigenous community members in working toward this goal

- Indigenous Elders and respected community persons continue to have input into CIER functions and activities with the aim of strengthening working relationships through community engagement.

- A highlight for our community engagement and involvement of Elders was the trip to Rome in October 2010 for the canonisation of Mary MacKillop. Nine Indigenous representatives (4 staff and 5 students) attended on behalf of ACU, along with the Principal, Indigenous Liaison Officer and 3 Indigenous students from St Joseph’s College, Nudgee. Also in attendance as part of the group was Aunty Dolly McGaughey, NATSICC representative.

Functions that community and elders attended in 2010 included;

- Aunty Joan Hendriks participating as a lecturer in Indigenous Spirituality at the 4 residential deliveries in 2010;
- Lynda McBride Lambert was guest speaker at the Lambert McBride scholarship award in May 2010;
- Aunty Dolly McGaughey was part of an Indigenous ACU contingent that attended the canonisation ceremony of Mary MacKillop in Rome;
- Uncle Sam Watson and Uncle Fred Coolwell conducted a smoking ceremony at ACU in December 2010 for students and staff;

- ACU held the NATSICC Youth Leadership Gathering from 13-16 May 2010. The gathering was lead by NATSICC Chairperson Thelma Parker (an ACU staff member), NATSICC National Administrator Craig Arthur and NATSICC Youth Councilor Cameron Harris. Guest speakers included Sean Choolburra, Queensland Health, Catholic Earthcare and Brisbane Justice and Peace Commission. The program aimed to provide an insight of where young Indigenous peoples need to focus leadership. Approximately 40 youth from across Australia participated in the gathering sharing, listening and discussing issues that affect the Catholic Youth today.

The role of IHEU in enhancing the status of Indigenous knowledge and overseeing cultural competency at ACU

CIER staff plays an important role, through teaching and learning, research and scholarship, and professional development in raising the profile of Indigenous knowledges.

ACU’s Indigenous Higher Units enhance knowledge by welcoming all students, Indigenous and non-Indigenous, to the centre to discuss Indigenous issues, particularly when they are working on an assignment relating to Indigenous topic. CIER staff also give guest lectures and advise staff delivering units relating to Indigenous topics.

An “Appropriateness of Language” document has been developed to assist staff and students with culturally appropriate terminology for Aboriginal and Torres Strait Islander studies, research and interaction.

In June 2010, the Centre for Indigenous Education and Research in conjunction with the School of Theology, successfully held the “Indigenous Theology Symposium” which brought together individuals and groups from a variety of religious and cultural standpoints, encouraged interreligious dialogue and free conversation about Indigenous Spirituality. Elders attended such as Aunty Joan Hendriks and respected community leaders Miriam Rose Ungumperr-Baumann, Louise Campbell and the Murri Ministry.

In December 2010, Australian Catholic University and Charles Darwin University jointly hosted the 5th International Conference on Indigenous Education: Pacific Rim, in Cairns.

Indigenous staff continue to participate in research and community projects that have significant impact on Indigenous education and leadership.
PaCE Parental and Community Engagement – Beyond Pathways
CIER and QCEC have partnered for a successful application to DEEWR for $490,000 to facilitate engagement by parents with local community in regard to post-schooling options for Indigenous secondary school students. Forums and support will be provided across various Aboriginal and Torres Strait Islander communities within Queensland with forums planned for Brisbane – North West to be held by the end of April. Establishment of future forum sites is continuing with relationships within North Queensland Communities commenced.

SSLC Stronger Smarter Learning Communities
CIER was successful in obtaining a sub-contract from QUT’s Stronger Smarter Institute for $140,000, to work with a number of metropolitan Principals to make sustained systemic change to achieve positive education outcomes for Indigenous Australian students. Project staff will deliver training at selected schools to enhance teaching, develop research projects, strengthen links with governments, schools and universities, and develop stronger, smarter Indigenous leadership in communities. School visits are well underway and training for researchers identified by schools will commence next month.

RoleM - Tru One: Proper School (TOPS) Leadership Component of Elizabeth Warren’s RoleM project.
A joint proposal by CIER and the Centre for Creative and Authentic Leadership has been accepted. This project will focus on building Indigenous leadership capacity within the school sector over a three year period. CIER/CCAL plan to deliver workshops and support to Principals employed across Aboriginal and Torres Strait Islander communities. It is anticipated that workshops will be delivered to Mornington Island and Doomadgee this year.

ALTC Keeping on Track
This joint project brings together James Cook University, CIER and CCAL to investigate the experiences of Indigenous post-graduate coursework students and their teachers. Recent meetings of key staff have approved the budget, evaluation plan and general methodology in order for the project to progress. Project is worth $200,000 over a 2 year period.

Submissions Waiting Funding
Evaluation of the Indigenous Cardio Outreach Program
The Faculty of Health Sciences and CIER have submitted an application to the Prince Charles Hospital Foundation.

ARC Linkage Grant - Walking in our Footsteps
This joint CIER/CCAL proposal was submitted in April. The partner organisations include Catholic Education Offices. Announcement of successful applicants in this round will be in November 2011.

New Proposals for 2011
ARC Linkage Grant - Supporting Indigenous Cadets/Trainees
A proposal to investigate the recruitment, support and retention of Indigenous cadets/trainees within the construction and mining industries is gathering momentum. Discussions have been held with a number of industry links who are keen to invest in this opportunity. Initial discussions included EIDOS, Matrix, DEEWR and Ed Qld. It is anticipated that funding will be applied for in the November 2011 round of ARC Linkage Grants. The proposal includes a symposium planned for 30th August 2011, annual conferences, development of a training model and other strategies for future success in supporting, leading and training cadets/trainees across the construction and mining industries. Griffith University will be the partner leaders in the project.

Further details of research activities are provided as Attachment 2.

Indigenous staff continue to contribute to publications and conference presentations which add to the body of knowledge about Indigenous higher education, particularly institutional leadership. Publications released in 2010 and from CIER’s work undertaken in 2010 and due for release in 2011 include:
Articles


Book Chapter


Edited Journal


Conference Presentations

In 2010/11 significant presentations by Indigenous staff, including invited addresses, occurred at a number of conferences.

- July 2010, UK, a series of guest lectures at the University of Brighton
- August, 1 – 4, Sydney, Australia, 5th International Conference on Catholic Educational Leadership
- October, 11 – 20, Rome, Italy, Canonisation of Mary MacKillop
- September, 3 – 10, Hawaii, USA, Healing our Spirit Worldwide
- September, 27 – 28, Melbourne, Australia, ACU Postgraduate Research Conference in Theology and Philosophy
- November, 18, Melbourne, Australia, Learning, Teaching and Social Justice in Tertiary Education Symposium
- December, 7 – 9, Byron Bay, Australia, A Scholarly Affair 2010’ – the Cultural Studies Association of Australasia’s Conference
- December, 17 – 21, Cairns, Australia, 5th International Conference on Indigenous Education: Pacific Rim
- May, 26th, Gold Coast, Australia, Bringing it all Together
- May, 27th, Sydney, Australia, Spirit Dream in Burning Hearts

Upcoming presentations include:-

- June/July, 28 – 12, Mauritius, Africa, 18th International Conference on Learning
- August, 14 – 18, Cusco, Peru, World Indigenous Peoples Conference on Education (WIPCE)

Invited Lectures

- Caffery, J. (2010). “Australian languages from an Indigenous perspective”. Language and Society, School of Language Studies, Australian National University, Canberra;
## SECTION 3  EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

### Indigenous Higher Education Expenditure 2010

#### INCOME for Indigenous Support Program for 2010

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2010 ISP grant</td>
<td>$1,127,000</td>
</tr>
<tr>
<td>2</td>
<td>Unspent 2010 ISP funds, to be carried over to 2011 – as reported in your providers 2010 audited annual financial statements. <em>(Report expenditure separately)</em></td>
<td>$</td>
</tr>
<tr>
<td>3</td>
<td>TOTAL ISP income for 2010</td>
<td>$1,127,000</td>
</tr>
</tbody>
</table>

#### EXPENDITURE of Indigenous Support Program (ISP) 2010 (from Item 1)

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
</table>
| 4a | Operating costs, including salaries, for Indigenous support services:  
Academic salaries | $468,457 |
| Non-academic salaries | $502,225 |
| Non-salary support expenditure | $48,968 |
| Travel | $75,398 |
| Stationary, Phone, Fax and Internet | $31,952 |
| 4b | Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – *(e.g. New computers in the ISU)*. | $ |
| 4c | Higher education provider overheads. |   |
| 4d | Other Indigenous Support Program expenditure *(list major items conferences, school visits, publications and program costs)*. | $ |
| 4e | Total Indigenous higher education expenditure for 2010 | $1,127,000 |

#### EXPENDITURE of Indigenous Support Program carry over funds 2010 (from Item 2)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5a</td>
<td>Operating costs, including salaries, for Indigenous support services. <em>(Itemise each line item please)</em></td>
<td></td>
</tr>
<tr>
<td>5b</td>
<td>Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – <em>(e.g. New computers in the ISU)</em>.</td>
<td></td>
</tr>
<tr>
<td>5c</td>
<td>Higher education provider overheads.</td>
<td></td>
</tr>
<tr>
<td>5d</td>
<td>Other Indigenous Support Program expenditure <em>(list major items conferences, school visits, publications and program costs)</em>.</td>
<td></td>
</tr>
<tr>
<td>5e</td>
<td>Total expenditure of carry over funds.</td>
<td></td>
</tr>
</tbody>
</table>
## 6 INCOME for Other Indigenous funds provided in 2010

### 6a Other funds provided to Indigenous higher education:
- **University Contribution (including staff support)**
  - Human Resources $107,384 & DVC(Academic) $20,000
- **AFB**
- **ITAS**
- **Conference Income**

### 6b Total Indigenous higher education income for 2010

- AFB Expenditure $537,224
- ITAS Expenditure $963,690
- Conference Income $441,597
- Total $2,143,778

## 7 EXPENDITURE of Other Funds in 2010 (Item 6b)

### 7a Expenditure of Other funds:
- Academic salaries $126,318
- Non-academic salaries $382,235
- Non-salary support expenses $48,968
- Advertising and Promotions $57,040
- Equipment and Maintenance $53,119
- Stationary, Phone, Fax and Internet $31,951
- Travel $75,399
- AFB Expenditure $1,067,374
- ITAS Expenditure $189,521
- Conference Expenditure $91,180

### 7b Total Indigenous higher education expenditure for 2010

- Total $2,123,105

## SECTION 4 HIGHER EDUCATION PROVIDER’S CONTACT INFORMATION

Professor Pauline Nugent  
Deputy-Vice-Chancellor (Academic)  
Australian Catholic University Ltd  
Tel: 61 3 9739 2889  
Fax: 61 2 9739 2890  
Email: pauline.nugent@acu.edu.au  

For ongoing matters relating to Indigenous support and programs:

Professor Nereda White  
Director, Centre for Indigenous Education and Research  
Australian Catholic University Ltd  
Tel: 61 7 3623 7194  
Fax: 61 7 3623 7651  
Email: nereda.white@acu.edu.au  

## SECTION 5 PUBLICATION OF THE STATEMENT

The 2011 statement will be available on the University’s website at: http://www.acu.edu.au/IES
Attachment 1

ORGANISATION CHART
CENTRE FOR INDIGENOUS EDUCATION AND RESEARCH (CIER)

CIER
RESEARCH & ADMIN

Judi McKenzie
Executive Assistant

Eilene Lindsay
Executive Officer

Professor Pauline Nugent
Deputy Vice-Chancellor (Academic)

Caroline Pena
Senior Admin Officer

Professor Nerida White
Director, CIER

Jason Young
Director, Office of the Deputy Vice-Chancellor (Academic)

Donna Burn
Personal Assistant

WEEMALA
(Distant View)
Brisbane

YALBALINGA
(Place of Learning)
Sydney

JIM-BAA-YER
(To Learn)
Melbourne

DHARA DARAMOOLEN
(Earth, Spirit)
Canberra

88400

88200

88300

88500

INDIGENOUS HIGHER
EDUCATION UNITS

PaCE

Jack Frawley (P/T)
Sr Research Fellow

Leon Appo (P/T)
Research Officer

Krishna Heffernan
Academic Co-ord

Ken Ralph
Academic Co-ord/AD

Naomi Wolfe
Academic Coordinator

Kerry Reed-Gilbert
Academic Coordinator

Donald Reid
Research Project Mgr

TBC
Project Officer (PaCE)

Elwyn Honaway
Student Support Officer

Danielle Dent
Student Support Officer

TBC
Student Support Officer

Yvette Holt
Research Assistant

Debbie Malsez-Ide
Residential Officer

Raymond Leslie
Residential Officer

Chloe Coombes
Admin Assistant

Guadalupe Rosales-Martinez (P/T)
Research Assistant

Dana Thompson (P/T)
Project Officer

Fiona Frail
Admin Assistant

Lyndy Dellar (P/T)
Community Engagement Assistant

Juliane Lomas (P/T)
Admin Assistant

Rebecca Coelius (P/T)
Research Assistant
<table>
<thead>
<tr>
<th>Year Awarded</th>
<th>Chief Investigator</th>
<th>AOU</th>
<th>Project Title</th>
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<td>Sustainable mathematics education capacity building: Empowering Indigenous teacher aides to enhance rural and remote Indigenous students' numeracy outcomes</td>
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<td>Assistm - Developing skills to teach remote indigenous students in the basic number understandings underlying the state wide years 3,5&amp; 7 numeracy tests</td>
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<td>Patrick Duignan</td>
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<td>An institutional leadership paradigm: Transforming practices, structures and conditions in Indigenous Higher Education</td>
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<td>Noah Riseman</td>
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<td>Defending Australia, defending Indigenous rights: Australian indigenous soldiers since WWII</td>
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