

Indigenous Student Success Program

2022 Performance Report

Organisation	Australian Catholic University		
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1. Enrolments (Access)

1.1 What embedded ISSP strategies, activities and programs has the university implemented to support and improve access for Aboriginal and Torres Strait Islander students in 2022?

Australian Catholic University (ACU) has a range of strategies to support and improve access for Aboriginal and Torres Strait Islander students designed to:

- Create new pathways
- Support seamless transition into higher education
- Improve the student experience
- Facilitate access to scholarships and student leadership opportunities
- Improve access for First Nations students to participate in higher education pathways to research
- Provide a culturally safe campus through staff training, developing empathy among all students, increasing diverse perspectives in the curriculum.
- Provide and improve student supports including cultural, academic, career, well-being, spiritual and other supports
- Offer individual and discipline group enrolment sessions to assist future students

ACU's suite of pathway and entry programs include:

- Direct Entry through the Aboriginal and Torres Strait Islander Admissions Program– Partnership with ACU Admissions and Faculties
- ACU Guarantee early entry program
- Student Veteran Entry Program
 - Established the Townsville Leadership Centre to promote access to Veterans and their families
 - Introduced the Uni Taster program

- Uni Step-Up program
- Clemente Australia program
- Elite Athlete and Performer Program
- Tertiary Preparation - Bridging Course Pathway

Access to higher education is supported through ISSP activities including:

- Development of culturally inclusive marketing
- Targeted recruitment and marketing for a focused Aboriginal and Torres Strait Islander student audience e.g. Koori Mail, Torres News
- Created Aboriginal and Torres Strait Islander digital and other promotional materials with a range of First Nation business providers
- Increased outreach to regional and remote areas, schools, community, and key stakeholders
- ISSP Outreach Officer engaged to target future student and outreach activities to prospective First Nations students in rural and remote communities.
- HEPPP funding supported targeted regional and remote First Nations students in ACU accommodation
- Engaged additional Indigenous Student Success Officers to build relationships in local areas (ACU/ISSP)

ACU Postgraduate Pathway Strategy

Co-collaboration ACU Research and Enterprise to engage a First Nations Researcher to strengthen facilitation, training, to support research pathways students

Established and maintained partnerships with:

- Aurora Education Foundation to utilise the Indigenous Pathways Portal to access Scholarships for undergraduate and postgraduate students
- Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF)
- Partnership with Toorong Marnong, Victoria
- Collaboration with Brisbane Catholic Education to broaden aspirations of First Nations students and connect with current ACU student
- Widening Participation teams to support school outreach programs to encourage primary and secondary school students to consider higher education

1.2 What new strategies, activities and programs has the university implemented to support and improve access for Aboriginal and Torres Strait Islander students in 2022?

- Developed the inclusive Widening Participation Strategy
- Introduced new Foundation bridging programs

- Refreshed campus marketing collateral for targeted campaigns for First Nations students

1.3 How does the university utilise scholarships, bridging and enabling support and outreach services to improve access? What impact did this support have in 2022?

- New partnership with Widening Participation – ACU Accommodation scholarships to 24 First Nations students from regional and remote areas and low-socio economic status and included 5 students at Ballarat campus
- Indigenous Commonwealth Education Costs Scholarship – Supported 29 students with low-socio economic status
- Indigenous Commonwealth Accommodation Scholarship - Supported 5 students from regional and remote areas and low-socio economic status
- Postgraduate scholarships – Offered to 4 Aboriginal and Torres Strait Islander students
- Partnership with ACU Alumni and Advancement – Established the inaugural Aunty Joan Hendriks Scholarship
- Partnership with Faculty of Law and Business – Implemented the School of Business Scholarships for Aboriginal and Torres Strait Islander students

Outreach Services

- Engaged a National Outreach Officer to support delivery of national engagement activities to prospective First Nations students
- Targeted community engagement visits to Torres Strait Islands, ACT, Western Sydney, Burnett region, Gold Coast regional area and Victoria metro and regional areas
- Supported engagement with First Nations communities through: National Aboriginal and Torres Islander Catholic Council (NATSICC), Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF), World Indigenous Peoples Conference on Education (WIPCE), Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), Brisbane Catholic Education (BCE), NSW Catholic Indigenous Education conference, Melbourne Catholic Archdiocese, Edmund Rice Foundation, Congress of Aboriginal and Torres Strait Islander Midwives (CATSINaM) and Archdiocese of Brisbane.

1.4 What other broad strategies does the university implement to increase access and enrolments for Aboriginal and Torres Strait Islander students that does not rely on ISSP funding? (only one or two paragraphs are required)

- ACU Education Strategy
- Reconciliation Action Plan
- ACU Student Retention Strategy
- Transition programs - Connect2 Uni and Experience Uni
- Community engagement through the Away from Base program
- Faculty of Education and Arts engagement with industry and Education sectors – Catholic education and multi-state Education departments
- ACU Widening Participation Strategy

	Education Costs		Accommodation		Reward		Total [i]	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling[ii]								
Undergraduate[iii]	43,325	21	183,730	44	2,000	2	229,055	67
Post-graduate[iv]	36,985	4					36,985	4
Other								
Total	80,310	25	183,730	44	2,000	2	266,040	71

2. Progression (outcomes)

2.1 What embedded ISSP strategies, activities and programs has the university implemented to support students to complete units?

- Supported student participation in Professional placements in regional and remote areas
- Offered additional (LANTITE) workshops to First Nation students to supplement the ACU Faculty initiatives
- In partnership with ACU Global Engagement supported two First Nations students to complete UNCC300 in Rome – [see article](#)
- Introduced Indigenous Higher Education Units (IHEU) Individual Student Success Plans
- Facilitated awards to assist with financial pressures post pandemic
- Provided tailored academic support through the Study Assistance Program

- Coordinated well-being and cultural activities: weave/art, yarnning, newsletter yarns, community engagement and community forums with Elders and leaders
- Engaged Aboriginal and Torres Strait Islander student ambassadors to mentor and support students
- Strengthened student leadership capabilities through: community activities, discipline specific conferences, First Nations leadership forums and National Indigenous Tertiary Games
- Connected students with Yarning with Elders and Traditional Owner events
- Co-collaboration with Identity and Mission Directorate: Campus based NAIDOC liturgy, Reconciliation liturgy and Coming of the Light liturgy
- Coordinated student celebrations including graduations and award recognitions
- Offered digital hardware to assist online access
- Offered Mask fitting assessment for Nursing and Paramedicine students in NSW and QLD and covered costs of mandated masks
- Promoted and referred students to ACU Student Services – Transition and Orientation programs, Academic skills, student advocacy, library, counselling and career services, ACU Sport, Elite Athlete and Performer Program, cultural and pastoral care
- Promoted student engagement through lunches and breakfast activities (monthly) to encourage ongoing student engagement and communication with IHEU staff, students, faculty stakeholders
- Promoted Wellness Catch Ups - promoting self-care, goal setting and improving motivation
- Coordinated collaborative Art Projects - community cultural art activity

2.2 What new strategies, activities or programs has the university implemented to support students to complete units in 2022?

That supported students to complete units

- CEI led a University wide audit on existing curricula containing Indigenous Knowings
- CEI created an Identified position and appointed an Academic Developer (First Peoples Curriculum). This role leads the embedding of First Peoples Knowings, perspectives and pedagogical practices into teaching and curriculum development
- Introduced a new online student management learning system for postgraduate students
- Developed and implemented data platforms to improve evidence-based approaches to retention
- Established ACU Aboriginal and Torres Strait Islander Research Committee
- Co-collaboration with Office of Research and Enterprise to appoint an inaugural First Nations senior research academic
- Established ACU Student Success Committee
- Implemented improved student reporting frameworks to evidence student success

- ACU Office of the Provost introduced a pilot internship project for First Nations students

To help retain students?

- Introduced a 24 hr Mental Health phone support for students
- Improved Student Communications (MER) through monthly Student News and Events bulletins and fortnightly portfolio 'What's on' newsletters
- Improved the Connect2Uni experience for Commencing students to successfully transition
- Introduced ACU On-demand Webinars series for Undergraduate and Postgraduate students
- Improved the student portal experience
- Introduced Virtual Career Fairs
- Introduced the Widening Participation Strategy

2.3 How does the university measure the effect these strategies have on student progression?

ACU has improved evidence-based platforms to measure, track and monitor student engagement and success.

- The Centre for Education and Innovation (CEI) leads the university in:
 - Creating a culturally safe learning and teaching environment to enhance knowledge and Ways of Knowing, Being and Doing of ACU staff.
 - Co-designing with Faculty Health Sciences, a culturally safe professional learning package to deepen cultural awareness and build cultural capacity of Aboriginal and Torres Strait Islander and non-Indigenous staff
 - Reviewing ACU's Graduate Attributes for inclusion of Aboriginal and Torres Strait Islander perspectives
 - Identifying Faculty champions to promote embedding of Indigenous Knowings in courses and units within their discipline
 - Guiding Course Coordinators to demonstrate the inclusion of Indigenous Knowings in curriculum for every undergraduate Bachelor course
 - Implementing the Cultural Confidence Survey to determine the confidence levels of academics in delivering culturally inclusive content
 - Continuous review of curricula and learning resources to facilitate delivery of cultural safe curricula using an inhouse evaluation tool.

- Reviewing and approving Course documentation through ACU governance committees. These committees review Indigenous Knowings in teaching content.
- Aligning inclusion of First Peoples Knowings in the environment and sustainability consistent with Stewardship of Creation in Catholic Social Thought

ACU Libraries maintained, reviewed, and strengthened the portfolio of Indigenous Knowings resources by:

- Establishing a national ACU Indigenous Advisory group for Libraries
- Installing Acknowledgement of Country plaques for all six (6) ACU libraries
- Inclusion of [First Nations person/story](#) in the inaugural ACU Human Library project
- Auditing existing records to review AUSTRALIAN codes developed by AIATSIS
- Applying an Indigenous Knowings filter to library collections of cultural knowledge
- Reviewing library collections using LTC criteria and tools
- Introducing Library Guides to assist staff and advise students on Indigenous Knowings resources
- Training library staff to evaluate new Indigenous Knowings titles
- Installing library displays to celebrate First Peoples literature and observe important milestones
- Convening yarning circles with students and staff to engage with Aboriginal and Torres Strait Islander perspectives

Culturally safe spaces

- Implemented ACU's RAP initiatives including promoting and encouraging procurement processes aligned with Supply Nation.
- Partnered with Libraries and Properties and Faculties to create culturally inclusive spaces
- Indigenous Higher Education Units (IHEU) – Provided culturally safe spaces for First Nations students on five ACU campuses.
- Maintained First Nations' cultural and medicinal gardens on three campuses.
- Promoted Strathfield's Garden space as a learning and teaching space. Brisbane and Canberra campuses utilise a dance circle and yarning circles
- Upgraded Dhara Daramoolen IHEU, Canberra campus

ACU Research Institute

ACU Institutes with Aboriginal and Torres Strait Islander peoples' and communities facilitated cultural understandings and knowledge perspectives.

- Institute of Positive Psychology and Education - Implemented the Internship project and Game Changers Research Project
- The PM Glynn Institute - Developed policy documents and contributed knowledge from Indigenous voices and perspectives relevant to:
 - Attitudes to reciprocity and relevance to public life
 - Constitutional Recognition
 - History wars related to Australian Indigenous history
 - Palliative care services and impact on Indigenous communities

2.4 What was the impact of support through tutorial assistance and mentoring and other measures provided through the university?

- Tutorial assistance:
 - Contextualisation of delivery methods post COVID - face-to-face, virtual, online, blended and mobile learning including individual, group and intensives
- Mentoring programs:
 - Connect2Uni campus mentor
 - First Nations student ambassadors
 - Widening Participation student ambassadors
 - (Uni) Life-Hacker Mentor
- University:
 - Enhancement of peer-to-peer mentoring through Connect2Uni Program through a new mentoring app (Vygo)
 - Development of Mount Druitt Ethnic Communities Agency (MECA) Youth Mentoring Program
 - Development of first online mentoring program for graduate teachers in primary schools

2.5 How does the university invest in the cultural competency of staff and students? How is it measured?

- ACU's Cultural Capability framework has enabled key themes to be addressed by seven (7) working groups. Each working group is chaired by senior executive staff member with majority of Aboriginal and Torres Strait Islander members including community representatives. The working groups have a university-wide responsibility to enable strengthened structural change in the key areas of:

- i. Values and Principles
- ii. Accountability and Decision-Making
- iii. Community Engagement
- iv. Cultural Safety
- v. Education
- vi. Research
- vii. Resources and Accountability

2.6 What other broad strategies does the university implement to support student progression that does not rely on ISSP funding?

- Aboriginal and Torres Strait Islander Education Strategy (Belonging)
- ACU Education Strategy
- ACU Student Retention Strategy
- Student Success Services
- Student complaints and feedback
- Student Evaluation of Learning and Teaching Survey (SELTS)
- In collaboration with IT Directorate, the First Peoples Student Management (FPSM) system development was reviewed and updated

Level of study	Number of unique students assisted[i]	Total number of tutorial sessions attended[ii]	Total hours of assistance[iii]	Expenditure[iv](\$)
Enabling	1	4	4	233
Undergraduate	119	1,788	3,422.20	199,447
Post-graduate	1	10	20	1,166
Other	0	0	0	0
Total	121	1,802	3,446.20	200,846

3. Completions (outcomes)

3.1 What ISSP embedded strategies, activities and programs has the university implemented to improve award course completions of Aboriginal and Torres Strait Islander students?

- Postgraduate pathways – Alumni Breakfast for ACU students and alumni
- Introduced the IHEU Student Success Plan: A formal process to plan, guide, monitor and advocate for student success
- Online initiatives developed to deliver wholistic student support: Study Assistance, local IHEU newsletters, cultural engagement, health and well-being support
- Provide care and study initiatives to motivate and encourage students
- Mail celebratory graduation packs which includes a culturally inclusive graduation stoles and gifts

3.2 What new strategies has the university implemented in 2022 to support student's to complete qualifications?

- Career Development and Employability services – Key services include Application Assist, workshops and programs and Student Jobs on Campus
- Engagement with Graduates – Opportunities to reconnect with university through ACU Alumni engagement
- Partnerships with key stakeholders and Faculties – Professional placements opportunities connecting students with employers
- ACU Jobs on Campus and Student Ambassador programs
- ACU Student Success Services - Career Development Service: Connecting undergraduates with professional development opportunities
- Introduced UniHub student booking system to support ease of scheduling relevant student support services and monitoring student success
- Review of ACU Student Graduate outcomes for inclusion of cultural understanding of Aboriginal and Torres Strait Islander peoples
- Connected students with ACU Student Support Services
- Additional exam supports provided by Student Services and Library services

What was the impact?

2022 Course Completions

Program	Number of student course completions
Undergraduate	79
Postgraduate	12

3.3 What other broad strategies does the university implement that supports Aboriginal and Torres Strait Islander students complete their qualification that does not rely on ISSP funding? (Only one or two paragraphs are required)

ACU reviewed and implemented university policies and initiatives to improve the student learning experience, student retention and student success of all students including:

- ACU Education Strategy – Guides the student learning journey by ensuring excellence in educational experiences
- Widening Participation Strategy –Facilitates an inclusive approach to widening participation that encompasses traditional equity groups and Aboriginal and Torres Strait Islander peoples.
- ACU Enrolment Plan 2021-2026 Strategy
- Advancement and Alumni Strategy 2020-24 - Creates opportunities to inspire lifelong alumni involvement through enhanced relationships with donors, partners and students and staff
- ACU Student Retention Strategy
- Aboriginal and Torres Strait Islander Peoples Employment Strategy

4. Regional and remote students

4.1 What support was offered through ISSP to regional and remote students, how were these students prioritised?

- Provided ACU accommodation for 21 students based on their regional and remote home address to minimise the financial burden on regional and remote families, promote well-being and resilience
- Offered 8 Indigenous Commonwealth Accommodation Scholarships (I-CAS) to regional and remote students
- Targeted opportunities for regional and remote students to become ACU Student Ambassadors

- Supported students with ACU student programs and services to enrich their university experience and maintain health and well-being
- Encouraged students to apply for internal and external scholarships
- Targeted promotion of ACU services including Studiosity, Peer Assisted Study Sessions (PASS), Academic Skills and Student Enrichment programs
- Focused IHEU services to promote student well-being, resilience, and pastoral care through engagement with Elders and Cultural mentors, connecting with peers, building confidence, and offering the Study Assistance program

4.2 What strategies were implemented to improve access to university study?

- In addition to university wide and IHEU specific student support services, 21 students from regional and remote communities were offered Accommodation Scholarships in ACU accommodation
- Enhancing the Townsville Student Veterans Leadership Centre by providing a culturally inclusive space

4.3 What activities were provided?

- IHEU services to promote student well-being, resilience, and pastoral care through engagement with Elders and Cultural mentors, connecting with peers, building confidence and offering the Study Assistance program
- Transition support
- Targeted support to students in ACU accommodation to promote health and well being
- Supported students with ACU student programs and services to enrich the university experience and maintain their health and well-being
- Encouraged students to apply for internal and external scholarship opportunities
- Promoted ACU services including Studiosity, Peer Assisted Study Sessions (PASS), Academic Skills and Student Enrichment programs

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2021 Payments	48,163	51	81,819	16			129,982	67
B. 2022 Offers[i]	16,410	12	213,000	29			229,410	41
C. Percentage[iii] (C=B/A*100)							176.49%	
2022 Payments	16,410	12	148,555	23			164,965	35

5. Eligibility criteria

5.1. Indigenous Education Strategy

How has the university implemented its Indigenous Education Strategy under section 13 of the ISSP Guidelines?

5.1.1. Report progress against targets and milestones outlined in the strategy, discuss how these milestones show the strategy is achieving outcomes and where there are barriers. How has the strategy

ACU has met the requirements under section 13 of the ISSP Guidelines through the university's key whole of university strategies and ACU's Aboriginal Torres Strait Islander Success (Belonging) Strategy 2020. The Belonging Strategy aligns with ACU Strategic Plan 2020 - 2023, ACU Education Strategy, ACU Innovative RAP, ACU Staff Enterprise Agreement 2022-2025 and ACU Aboriginal and Torres Strait Islander Peoples Employment Plan 2020.

Increased the number of Aboriginal and Torres Strait Islander students enrolling, progressing and completing courses leading to higher education awards?

The ACU Strategic Plan 2020 – 2023 through the Key Performance Indicators (KPI) guide performance across the University's operations. Aboriginal and Torres Strait Islander student targets align with the Strategic Plan and are monitored and reported quarterly within the Portfolio programs, Enabling Frameworks and Organisational Unit Plans. Targets include:

- Student participation number and rate
- Student retention and success numbers and rates

- Course completions
- Aboriginal and Torres Strait Islander staff participation

Promoted (facilitate, monitor and improve) the inclusion of Indigenous knowledges in curricula, graduate attributes, and teaching practices?

The Centre for Education and Innovation leads the university in building culturally safe learning environments, embedding Indigenous ways of Knowing, Being and Doing into curricula and increasing cultural capability of ACU academic staff.

Strategies include:

- Providing Teaching and Learning Grants to improve the embedding Aboriginal and Torres Strait Islander Knowings in curricula to prepare students to work interculturally and with respect and competence
- Requiring Course conveners to demonstrate the inclusion of Indigenous Knowings in curriculum, specifically identifying units where this content is taught
- Reviewing and approving Course documentation through learning and teaching committees to evaluate the inclusion of Indigenous Knowings in teaching content.
- Continuous review of curricula and learning resources to facilitate delivery of cultural safe curricula using an inhouse evaluation tool.

Included other activities for students and staff that promote cultural competency in Indigenous cultures (and diversity across cultures). This can include how it is improving the cultural competency of all students and staff.

- A cultural safety professional learning package was delivered to First Nations and non-Indigenous academic staff to deepen cultural awareness and build cultural capacity
- CEI Maintained a portfolio of culturally inclusive resources, rated for their utility and appropriateness.

5.1.2 Is the strategy current or being redeveloped? If being redeveloped what is the process and timeframe for completion.

ACU engaged an external consultant, Professor Gregory Phillips Abstarr Consulting to review, facilitate and develop an Institution-wide Cultural Capability Strategy. ACU Aboriginal and Torres Strait Islander Cultural Capability Strategy (Final Report) provided 27 recommendations across 7 different themes. Significant work continued throughout 2022 in developing ACU's formal response to each recommendation. The outcomes of the working groups will be completed by mid – 2023.

- 5.1.3 Include the current link to the university's website outlining the strategy (this can be a link to the Reconciliation Action Plan or another resource containing the strategy).

[Strategies and government reports – ACU](#)

5.2. Indigenous Workforce Strategy

How has the university implemented its Indigenous Workforce Strategy under Section 12 of the ISSP Guidelines?

- ACU commenced developing a revised 2022 – 2025 Aboriginal and Torres Strait Islander Peoples Employment Plan and plan to launch the Employment Plan which will launch in 2023
- ACU Enterprise Agreement 2022-2025, endorsed by Fair Work Commission in January 2023 includes several dedicated employment programs and initiatives aimed at support Aboriginal and Torres Strait Islander employees
- To ensure compliance with Clause 12 of the ISSP Guidelines ACU Aboriginal and Torres Strait Islander Peoples Employment Strategy's themes include:
 - Ensuring ACU is a welcoming and safe workplace for Aboriginal and Torres Strait Islander staff that is grounded in the University's Catholic Mission and Values
 - Achieving 3% Aboriginal and Torres Strait Islander staff employment,
 - Developing and implementing strategies that support workforce and individual development, participation, and involvement of Aboriginal and Torres Strait Islander staff.

5.2.1. Report progress against targets and milestones outlined in the strategy, discuss how these milestones show the strategy is achieving outcomes and where there are barriers. Outline how the strategy has:

- The Aboriginal and Torres Strait Islander Employment Strategy comprised three themes and influences key result areas. The themes are *Our Culture; Retain and Build Our Own* and *Investing in Our People*, the three themes were progressed throughout 2022.
- In developing the 2022-2025 ACU Aboriginal and Torres Strait Islander Employment Plan the three (3) themes were reviewed and will be adjusted to position ACU to deliver on its commitments in the EBA.

- The ACU Onboarding Program requires all new permanent and fixed term staff members to participate in the ACU Cultural Awareness Workshop within the first 6 months of appointment.
- In 2022 a total of 15 Cultural Awareness Workshops were delivered throughout the year and provided development opportunities for 422 staff members.

Increased the number of Aboriginal and Torres Strait Islander people working at the university and progressed towards an Indigenous Workforce Target of 3 per cent?

- Approval provided to establish OPVC (Indigenous) and the PVC (I) position provided by ACU Senate in June 2022
- In 2022, inclusive of continuing, fixed term and casual staff, 81 Aboriginal and Torres Strait Islander people held appointments during the course of the year.
- Progressing objectives within ACU Aboriginal and Torres Strait Islander Employment Strategy is further supported by ACU key Indigenous strategic documents, this includes ACU Reconciliation Action Plan (2018-2021), Aboriginal and Torres Strait Islander Success Belonging Strategy (2020-23) and Aboriginal and Torres Strait Islander Cultural Capability Strategy Final Report (2020).
- ACU Enterprise Agreement (2022-2025), specifically 6.2 Aboriginal and Torres Strait Islander Employment Clause was redeveloped as part of 2022 bargaining discussions and supports implementing dedicated Aboriginal and Torres Strait Islander Employment Programs and Initiatives:
 - Based on 2021 ABS Census of Population and Housing Census Data for Indigenous Australians released in June 2022. ACU has revised Aboriginal and Torres Strait Islander employment target and increasing to 3.2%, which represents 77 positions in total.
 - An Indigenous Graduate Employment Program focused on Identified positions offering employment and development opportunities for recent Indigenous graduates.
 - Indigenous HDR/Academic Employment Program offers contract employment for all Indigenous Candidatures enrolled in ACU Higher Degree Research Programs – MPhil and PhD Programs. A personalised development program supports building capacity for research and academic careers whilst prioritising Candidature and developing the Thesis. Upon successful completion of Candidature, an ongoing Identified academic appointment will be offered, supports implementing a pipeline for Indigenous academic and research appointments within ACU.

Increased the number of Aboriginal and Torres Strait Islander academics and supported their professional development and career advancement?

- In 2022, inclusive of continuing, fixed term and casual staff, 45 Aboriginal and Torres Strait Islander people held academic appointments over the year, this is an increase of 9 academic positions from previous reporting year.
- ACU's current suite of policies and learning programs provide access to resources dedicated to support professional and academic staff members to undertake professional development or enrol in programs to progress qualifications. Activities aligned to the Cultural Capability Strategy Report supported providing clarity and formal recognition of the cultural load and activities Aboriginal and Torres Strait Islander Academic staff undertake. As a result of an Academic Promotions Review in 2021 a new Achievement to Relevant Opportunity Guideline has been released and implemented to support career advancement.

5.2.2 Does the university employ one or more Indigenous senior academics, if so what is their position or positions, if not what is the strategy to fill this position and the expected timeframe?

- In 2022, ACU Aboriginal and Torres Strait Islander Workforce Profile included 5 identified positions specifically targeted for Aboriginal and Torres Strait Islander peoples and appointed at senior academic level. The Faculty of Health Sciences has three (3) targeted positions in place within Occupational Therapy, Speech Pathology and Physiotherapy appointed at Level D and leads Indigenous curriculum and pedagogy activities specific to each discipline.
- Recruitment activities for Identified positions included Level E Professor, Aboriginal and Torres Strait Islander Research located within Office of Deputy Vice-Chancellor (Research & Enterprise). The Centre for Learning and Innovation successfully recruited an ongoing identified senior academic position, Academic Developer (First Peoples Curriculum). The position leads Institutional wide activities embedding Indigenous Knowings and supports developing pedagogical practises.

5.2.3 Is the strategy current or being redeveloped? If being redeveloped what is the process and timeframe for completion?

2022-2025 ACU Aboriginal and Torres Strait Employment Plan is currently under development, consultation has concluded with key staff on proposed draft Programs and Initiatives and supports finalising the revised Employment Plan. A refreshed Indigenous Employment Website with the new employment plan will be launched in quarter 2 2023.

5.2.4 Include the current link to the university's website outlining the strategy.

ACU's previous Aboriginal and Torres Strait Islander Peoples Employment Plan is available online and can be accessed on [ACU website](#).

5.3. Indigenous Governance Mechanism

5.3.a How has the university implemented its Indigenous Governance Mechanism under Section 11 of the ISSP Guidelines?

ACU has a strong commitment to advancing Aboriginal and Torres Strait Islander peoples' engagement and involvement across the layers of governance decision-making. This is evidenced by the university's collective commitment and accountability in improving Aboriginal Strait Islander student and staff success. ACU has met the requirements of section 11 (d) of the ISSP Guidelines through the university's Aboriginal and Torres Strait Islander Education Committee (ATSIEC).

5.3.b Please describe the mechanism and how it works,

Who are the two Indigenous persons and their positions within the university? or

How does the committee operate (number of members, are the majority Indigenous persons with relevant skills and experience, how frequently does the committee meet, what are some of the key issues the committee has resolved in 2022)?

ATSIEC membership:

1. Deputy Vice-Chancellor Ethics (Co-Chair)
2. Director, First Peoples Directorate (Co-Chair) *
3. Associate Director, First Peoples Directorate *
4. National Manager, First Peoples Directorate *
5. Indigenous Student Success Program Project Officer *
6. Coordinator/ Yalbalinga Indigenous Higher Education Unit *
7. Coordinator, Weemala Indigenous Higher Education Unit *
8. Coordinator, Jim-baa-yer and Dhara Daramoolen Indigenous Higher Education Unit *
9. Manager, Aboriginal and Torres Strait Islander Employment, Human Resources Directorate *
10. Executive Dean of Education & Arts (or nominated representative)
11. Executive Dean of Theology and Philosophy (or nominated representative)
12. Executive Dean of Law and Business (or nominated representative)
13. Executive Dean of Health Sciences (or nominated representative)
14. Director, Student Success (or nominated representative)
15. Director, Centre for Education and Innovation (or nominated representative)

16. Deputy Vice-Chancellor (Research) (or nominated representative)
17. Chief Financial Officer (or nominated representative)
18. Director, Marketing (or nominated representative)
19. External University Representative*
20. Two Aboriginal and Torres Strait Islander Student Representatives*
21. Two Aboriginal and Torres Strait Islander Elders/ community representatives*

*Denotes Aboriginal and Torres Strait Islander representative

Meetings:

- Two meetings were convened in March and November 2022

Key Issues:

- 2021 ISSP Projects and Financial Acquittal
- 2022 ISSP applications and Budget forecast
- Implementation of the Aboriginal and Torres Strait Islander Cultural Capability Report
- Performance against the ACU's Aboriginal and Torres Strait Islander Belonging Strategy
- Performance against the ACU's Aboriginal and Torres Strait Islander Peoples Employment Strategy
- RAP Innovate reporting and RAP Stretch development
- ACU Strategic Direction
- ACU student support services
- First Nations student success: wellbeing, progression, retention and completions

Does the governance mechanism have responsibility and authority for advising, recommending and monitoring the use of ISSP grant funding?

- ATSIEC through the co-chairs has responsibility and authority for advising, recommending and monitoring the use of ISSP grant funding.

Is there a charter for the Governance Mechanism in accordance with Section 11 (d) of the ISSP Guidelines?

Could a link to the charter be provided?

- The ATSIEC 2022 charter is published on the [ACU First Peoples Directorate, Strategies and government reports page](#).

5.3.c What other activities involve Aboriginal and Torres Strait Islander people in the decisions of the university?

- Vice Chancellor Executive Board (VCEB)
- University Consultative Committee (UCC)
- Academic Board (AB)
- Aboriginal and Torres Strait Islander Education Committee (ATSIEC)
- Aboriginal and Torres Strait Islander peoples' involvement on key ACU committees include:
 - Faculty Boards – Education and Arts, Health Sciences, Law and Business and Theology and Philosophy
 - Xavier Centre Advisory Board
 - Courses and Academic Quality Committee
 - University Research Committee
 - Aboriginal and Torres Strait Islander Research Committee
 - Indigenous Research Ethics Advisory Panel
 - ACU Reconciliation Action Plan working group
 - Admissions Committee
 - Digital Education Committee
 - University Learning and Teaching Committee
 - Student Experience and Retention Committee
 - Student Administrative Lifecycle and Policy Committee
 - Widening Participation Steering Group
 - Connect2Uni - Campus based orientation working group
 - Management Advisory Committee – Campus based

5.3.1. Statement by the Indigenous Governance Mechanism

Consistent with subsection 17(2)(b) of the ISSP guidelines, ACU's Aboriginal Indigenous Governance Mechanism is the Aboriginal and Torres Strait Islander Education Committee. The Co-chair and Director, First Peoples endorses the 2022 ISSP Performance Report and Acquittal Report.



Jane Ceolin
Director, First Peoples

Additional information for completing the template

This information provides for the number of students and cost of the scholarships expended in 2022. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2022 should be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

ⁱ This figures provide for the total number of students receiving scholarships and expenditure for those scholarships. For the student count, in cases where a student receives more than one scholarship, the student would only be counted once in the total (consequently the total figure may not be the sum of the preceding columns). For the expenditure, the total should be the total of the preceding expenditure columns.

ⁱ Include payments to all enabling students, including remote and regional students.

ⁱ Include payments to all undergraduate students, including remote and regional students.

ⁱ Include payments to all postgraduate students, including remote and regional students.

ⁱ Total number of unique students supported by tutorial assistance (if students have attended multiple tutorial sessions, still count them as 1 student).

ⁱ Record total number of tutorial sessions attended by students (each class a student attends counts as 1, the same student may attend multiple tutorial sessions throughout the year).

ⁱ Record only hours of instruction received by the students (do not include staff planning or organising time).

ⁱ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

ⁱ Only record amounts which required payment during the 2022 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year. Note the data in this table is a subset of the scholarship data provided in Table 1.

ⁱ Record all verbal and written scholarship offers for the 2022 calendar year, including those offers that were not accepted by the student. Record the 2022 component of new scholarship offers and the planned 2021 value of previously awarded scholarships (including continuing scholarships).

ⁱ This data confirms the university's compliance with Section 21(3) of the Guidelines.