

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Performance Report

Organisation	Australian Catholic University		
Contact Person	Jane Ceolin		
Phone	07 36237735	E-mail	jane.ceolin@acu.edu.au

1. Enrolments (Access)

- The EFTSL has remained relatively stable from 2017 to 2018 with a minor decrease from 368.875 to 367.250 respectively. (2018 data is preliminary)
- The EFTSL for students from remote and regional areas has also remained strong from 2017 to 2018 with the minor decrease from 105.887 to 105.769. (2018 data is preliminary)

1a Scholarships (2018 breakdown)

Student category	Education Costs		Accommodation		Reward		Total/ Students Assisted	
	\$	No.	\$	No.	\$	No.	\$	No.
From Regional/ Remote	\$14, 523	6	\$23,860.50	6	\$26,000	13	\$64,383.50	25
Undergraduate	\$113, 664	53	\$23,860.50	6	\$50,000	25	\$187,524.50	84
Post-graduate	0	0	0	0	\$8000	4	\$8000	4
Other								
Total							\$195,524.50	88

Value of Scholarships awarded by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)	\$ 45,918.00
Value of Scholarships <u>offered</u> by the university to remote or regional students in the 2018 academic year (Section 21(3) in the Guidelines refers)	\$ 64,383.50

Strategies to improve access to university for Aboriginal and Torres Strait Islander students

ACU's First Peoples and Equity Pathways (FPEP) Directorate implemented with ACU Faculties and Directorates strategies to improve access including:

- Employment of an Aboriginal and Torres Strait Islander Admissions Officer within Student Administration to streamline the admissions and improve enrolment process experience for Aboriginal and Torres Strait Islander applicants (ACU Admissions and ISSP)
- Collaborated with Faculty of Education and Arts to promote the new Master of Education Leadership (Indigenous Leadership) postgraduate course. The course was delivered in Away-from-Base mode. (ISSP and ACU)
- Re-designed marketing and merchandise materials, in collaboration with Marketing to align with ACU's new branding and ensure engagement with Aboriginal and Torres Strait Islander communities (ISSP and ACU)
- Continued local engagement with community initiatives by Indigenous Higher Education Unit staff on six campuses to raise awareness and promote participation of on-campus students. (ISSP and ACU)
- Collaborated with Office of Provost to increase participation of postgraduate students including Graduate Certificate opportunities for Indigenous staff in targeted Indigenous community agencies. (ISSP and ACU)

- Partnered with ACU College and faculties to develop enabling courses for entry into teacher education degree programs. ISSP supported students to participate in pathway programs to enter and complete undergraduate degree programs at ACU (ACUCollege and ISSP)
- ACU membership of including financial support to Victoria's Toorong Marnong higher education consortium.

Scholarships, bridging/enabling support and outreach activities;

- Introduced the Deadly Achiever Awards to acknowledge the commitment of Aboriginal and Torres Strait Islander students who attained academic success (ISSP Reward Scholarship)
- Sponsored outreach activities and Aboriginal and Torres Strait Islander community engagement events with schools, Indigenous community-based organisations including kindergartens and Indigenous schools, QATSIF and National Rugby League Indigenous carnival. Aboriginal and Torres Strait Islander students contributed to on campus activities including NAIDOC Week, Reconciliation Week, Harmony Day and Multicultural Day events (ISSP and ACU)
- Scholarship workshops coordinated by Indigenous Higher Education Unit (IHEU) staff were conducted across six campuses to increase awareness of ACU and external undergraduate student scholarship opportunities (ISSP and ACU)
- Introduced the Aboriginal and Torres Strait Islander Accommodation and Leadership Award to assist Aboriginal and Torres Strait Islander students living away from their home and community. The award enables students to focus on their studies. Students also commit to cultural leadership roles including inclusion in the Residential Life program of the ACU Living and Learning Community and engaging with activities (ACU Student Engagement and Services Directorate and ISSP)
- Partnered with ACU Equity Pathways (EP) teams to support delivery of EP programs including Uni Step Up. This program offers years 11 and 12 students from partner schools an opportunity to undertake one unit of study from select undergraduate programs (ACU)
- Partnered with Alumni network to promote engagement of Aboriginal and Torres Strait Islander alumni. A former ACU Weemala, Education student currently employed at the Department of Education and Training provided successful Indigenous Cultural Awareness Training to Education students (Office of Student Success and ISSP)

2. Progression (access and outcomes)

Based on the current submissions, the preliminary success rate in 2018 for Indigenous students is 82.06% (passed EFTSL 289.373/Certified EFTSL 352.625). This indicates an improvement in the progression/success rate between 2017 (81.58%) and 2018.

Strategies to improve unit success rates and retention of Aboriginal and Torres Strait Islander students

- Celebrated with 15 Indigenous students who were invited to join the Golden Key International Honour Society. This external body recognises attainment of the top 15% of undergraduate students
- Celebrated the successes of Aboriginal and Torres Strait Islander students at ACU through the Deadly Achiever Awards to acknowledge the commitment of Aboriginal and Torres Strait Islander students who achieved academic success; (ISSP Reward Scholarship)
- Partnered with ACU's Learning and Teaching Centre (LTC) to review and scope Indigenous Knowings across courses; (ACU and ISSP)
- Partnered with Office of the Provost to promote and support Aboriginal and Torres Strait Islander students to complete their postgraduate studies across Strategic Partnerships and Executive Education and the Faculty of Theology and Philosophy and Faculty of Education and Arts; (ISSP)
- Reviewed the tutorial assistance program to enhance efficacy of tutorial assistance and ensure consistency in program delivery. Students who participated in tuition performed better than students who did not participate; (ISSP)
- Monitored the progress of individual Aboriginal and Torres Strait Islander students through one to one checking in with follow up as appropriate; (ACU)
- Students accessed and were supported under the Success at ACU program and Peer Assisted Study Sessions; (PASS) (ACU)
- Strengthened partnerships with ACU student services including Disability Services, Academic Skills, Counselling services, Scholarships, Health, Sport and Wellbeing and Library services to increase student success and retention; (ACU)
- Connected students to the broad range of student leadership opportunities including:
 - Student Ambassadors and volunteers at ACU Orientation Days, Open Days, Harmony Day, Multicultural Day events, STEM Days and Equity Pathways activities (ACU)
 - Indigenous Nationals and University Games (ACU and ISSP).
- Reconciliation Dinner held at Canberra Campus for ACU students and staff and local community members; (ACU and ISSP)
- Celebrated ACU Aboriginal and Torres Strait Islander Week events and experiences on five campuses. Activities included Liturgy, Smoking ceremonies, dance/music performances and cultural activities (ISSP)
 - National Sorry Day events
 - Reconciliation Week events
 - Cultural Immersion Workshops
- Supported a new initiative from School of Nursing, Midwifery and Paramedicine in offering a remote clinical placement in Nhulunbuy for six Aboriginal and Torres Strait Islander students from paramedic, nursing and midwifery courses (ISSP)
- Students were supported to deliver papers and attend discipline specific forums, conferences, Indigenous community engagement opportunities and student clinical placements and practicums to enhance their learning, develop leadership attributes, build cultural capability and establish contacts for their future careers. Forums included:

- Congress of Aboriginal and Torres Strait Islander Nursing and Midwifery (CATSINaM) - 2 students (ISSP)
- Indigenous Allied Health Australia Conference (IAHA) – 4 students (ISSP)
- Student Paramedics Australasia International Conference (SPAIC) - 3 students (ISSP)
- National Aboriginal and Torres Strait Islander Education Conference (NATSIEC) - 7 students (ISSP)
- National Aboriginal and Torres Strait Islander Catholic Conference (NATSICC) - 1 student (ISSP)

2a Tutorial and other assistance provided (2018 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	189	6,905	
	Post graduate	8	307	
	Other	3	7	
	total	200	7,219	\$443,357.00
Indigenous Support Unit or other Indigenous student support activities (see below)	(optional breakdown of major activities or just total)			>\$950,000
	total			\$1,393, 357
Travel For Rural \ Remote Tuition	Undergraduate	7		\$4,782.00
Rural \ Remote Internet Access	Undergraduate	5		\$407.00
Learning Resources (IT Software)				\$180.00

The size of the Indigenous Support Unit or other Indigenous student support activities

ACU's Indigenous Higher Education Units (IHEU) provide a culturally safe place for Aboriginal and Torres Strait Islander students and community groups. Eleven (11) Aboriginal and Torres Strait Islander staff provide student services on six (6) ACU campuses:

- Brisbane (Weemala - 3 staff)
- North Sydney and Strathfield Campus (Yalbalinga - 4 staff)
- Canberra (Dhara Daramoolen - 1 staff) and
- Melbourne and Ballarat (Jim-Baa-Yer - 3 staff)

The roles of Unit staff include:

- Fostering culturally inclusive face to face support for Aboriginal and Torres Strait Islander students and community members

- Promoting a successful University experience for Aboriginal and Torres Strait Islander students;
- Facilitating student success through culturally sensitive pastoral care, academic support and referrals to ACU student support services
- Supporting the National Manager Aboriginal and Torres Strait Islander Employment (HR) in delivering cultural awareness education for all University staff
- Undertaking leadership roles in engagement with local Indigenous community members and Elders
- Engaging the ACU community in a deeper understanding of Aboriginal and Torres Strait Islander peoples' knowledges, histories and cultures
- Providing cultural support, cultural representation and enhancing deep cultural understanding of Indigenous Knowledges, perspectives and protocols of Aboriginal and Torres Strait Islander peoples
- Providing information and advice to ACU on engagement with Aboriginal and Torres Strait Islander communities
- Coordinating events and activities that enhance cultural understanding of Aboriginal and Torres Strait Islander students and/or staff and the wider University community. For example, Reconciliation Week and NAIDOC activities

Strategies to improve the cultural competency of staff and/ or to ensure the university offers a culturally safe and enriching environment

First Peoples and Equity Pathways Directorate provides strategic leadership to increase success for Aboriginal and Torres Strait Islander students and support ACU's employment objectives that seek to:

- Contribute to an Australian Catholic University culture that acknowledges and values Aboriginal and Torres Strait Islander peoples, their knowledges and cultures; (ACU and ISSP)
- Contribute to improved participation and success of Aboriginal and Torres Strait Islander students; (ACU and ISSP)
- Lead and enhance the sense belonging of Aboriginal and Torres Strait Islander peoples' by providing a culturally safe and enabling higher education environment; (ACU and ISSP)
- Provide input to key external stakeholder engagement, targeted Marketing, Recruitment and promotion of ACU to Aboriginal and Torres Strait Islander communities; (ACU and ISSP)
- Administer ISSP and Governance structures, Away from Base program and Study Assistance program; (ACU and ISSP)
- Partner with ACU Directorates including Student Admissions, Scholarships and Alumni to improve access for Aboriginal and Torres Strait Islander communities; (ACU and ISSP)
- Collaborate with Faculties to support alternate entry processes for Aboriginal and Torres Strait Islander peoples to ACU; (ACU and ISSP)
- Provide strategic directions within ACU on engagement with Aboriginal and Torres Strait Islander communities, and events and activities that engage Aboriginal and Torres Strait Islander students and/or staff and the wider University community;
- Completed development of six (6) Welcome to Country videos for ACU's 6 campuses to be shown at major ACU events including , and (ISSP)
- Created a welcoming and culturally safe outdoor space at Weemala, Brisbane campus.

3. Completions (outcomes)

ACU preliminary completions data indicate a significant increase in course completions from 44 in 2017 to 73 in 2018, including 16 Postgraduate and 57 Undergraduate. This indicates an increase of 29 completions from 2017.

Strategies to improve award course completion of Aboriginal and Torres Strait Islander students

Completions for Aboriginal and Torres Strait Islander students increased from 2017 to 2018. Graduation numbers receiving Awards increased.

- Strategies to improve completion rates included:
 - 200 students participated in the ISSP Study Assistance program
 - Cultural training Study Assistants (tutors)
 - Students were referred to ACU student support services including Disability Services, Academic Skills, Counselling, Pastoral care, Scholarships, and Library services for specific support
 - Inclusion of Aboriginal and Torres Strait Islander Knowledges and perspectives in review of courses, new courses and working groups such as LANTITE
 - Inclusion of Aboriginal and Torres Strait Islander perspectives in ACU Governance including Academic Board, Faculty Boards for Theology and Philosophy

Strategies connecting graduates with employment (both within and outside of the institution)

- Coordinated by the ACU Career Development Service students connected graduates with professional development opportunities, alumni and employers; (ACU)
- Sponsored selected undergraduate students to attend discipline specific forums and conferences; (ISSP)
- Coordinated presentations on preparation for employment in schooling sectors for final year teaching students delivered by education jurisdictions, (ACU and ISSP) and
- Supported students to attend regional or rural clinical placements or teaching practicums (ACU, AFB and ISSP)

Strategies to assist graduates

- Promoting postgraduate scholarship opportunities, internships and employment opportunities; (ACU and ISSP)
- Encouraging Graduates to connect with current students as tutors in Tutorial Assistance, (ISSP) and
- Continued support of the ACU Indigenous Graduate Internship program with two graduates to participate in a two-year program. (ACU)

Strategies to monitor student outcomes after graduation

- Working collaboratively with ACU Alumni to support inclusivity of Alumni events

4. Indigenous Education Strategy accessible by public

Indigenous Education Strategy

The University's Indigenous Education Strategy is not finalised. It will be finalised by December 2019. This will enable alignment of the Indigenous Education Strategy with the broader University's new Strategic Plan.

The University's Strategic Plan: Strength to Strength (2015 - 2020) provides the high level summary of the University Performance Indicators (UPI) and Key Result Areas (KRA) and guides the University's performance in teaching and research. The [ACU Strategic Plan](https://www.acu.edu.au/-/media/feature/pagecontent/richtext/about-acu/strategic-plan-2015-2020/strategic-plan-2015-2020.pdf?la=en&hash=FBD2C5C115D7C74A884C076320C94F12) is available on the University's public website.

<https://www.acu.edu.au/-/media/feature/pagecontent/richtext/about-acu/strategic-plan-2015-2020/strategic-plan-2015-2020.pdf?la=en&hash=FBD2C5C115D7C74A884C076320C94F12>

Aboriginal and Torres Strait Islander student performance targets are monitored and reported on quarterly within the Enabling Frameworks and the Organisational Unit Plans across the University. Targets include:

- improved student participation number and rate
- improved student retention and success numbers and rates, and
- improved course completions.

Progress on engagement with Aboriginal and Torres Strait Islander Elders and communities is also reported against the Strategic Plan.

2018 annual benchmarking data will be available when data is finalised.

ACU's Reconciliation Action Plan (RAP)

The University finalised negotiations with Reconciliation Australia on the ACU Reconciliation Action Plan at the end of 2018. The RAP was launched by ACU's Vice-Chancellor in 2019.

5. Indigenous Workforce Strategy accessible by public

Explain how the university has met its requirements under section 12 of the ISSP Guidelines

The [Aboriginal and Torres Strait Islander Peoples Employment Strategy 2018 - 2020](#) included measures of 3% Aboriginal and Torres Strait Islander participation in both the professional and academic employment streams.

To ensure compliance with Clause 12 of the ISSP Guidelines ACU Aboriginal and Torres Strait Islander Peoples Employment Strategy's themes are:

- Ensure it is a welcoming and safe workplace for Aboriginal and Torres Strait Islander people that is grounded in the University's Catholic Mission and Values,
- to achieve 3% Aboriginal and Torres Strait Islander staff employment,
- to develop and implement strategies that support workforce and individual development, participation and involvement of Aboriginal and Torres Strait Islander staff

Discuss the practical implementation and evaluation of your Indigenous Workforce Strategy

The University is supported to undertake the implementation of the Aboriginal and Torres Strait Islander Peoples Employment Strategy by the National Manager Aboriginal and Torres Strait Islander Employment.

Report progress against targets and milestones outlined in the strategy

The Aboriginal and Torres Strait Islander Peoples Employment Strategy comprised of three themes that influences the key result areas. They were are follows

- Our Culture
- Retain and Build Our Own
- Investing in our people

All themes are progressing to outcomes or levels of achievement.

Discuss plans to support the current or future employment of an Aboriginal and/or Torres Strait Islander person in a senior position at the Pro-Vice Chancellor, Deputy Vice Chancellor or an equivalent level

Work has commenced on a position paper regarding the future employment of an Aboriginal and Torres Strait Islander person in a senior position at ACU

Discuss plans to progress towards an Indigenous workforce target of 3% or discuss how you have achieved this target in 2018.

A body of work has commenced and is as follows:

- Faculties and Directorates are acknowledging and incorporating Aboriginal and Torres Strait Islander knowledges in teaching and learning, research and core business at ACU.
- Opportunities are identified to support embedding cultural capabilities for all ACU staff including senior staff.
- Human Resources works in partnership with senior leaders and supervisors and managers to provide strategic support in the development and implementation of Aboriginal and Torres Strait Islander Peoples participation activities.

5a Indigenous workforce data (2018 breakdown)

Faculty	Level/position	Perm/ >1yr		Casual/ <1yr	
		Academic	Non-academic	Academic	Non-academic
DVC Education and Innovation					
First Peoples and Equity Pathways	HEW 8 x 3		Professional		
First Peoples and Equity Pathways	HEW 7 x 7		Professional		
First Peoples and Equity Pathways	HEW 6 x 2		Professional		
First Peoples and Equity Pathways	HEW 4 x 3		Professional		
First Peoples and Equity Pathways	Director		Professional		
First Peoples and Equity Pathways	Assoc. Director		Professional		
First Peoples and Equity Pathways	Tutor				Professional
Libraries					
Libraries	HEW 5		Professional		
Libraries	HEW 3		Professional		
Libraries	HEW 3		Professional		
Learning and Teaching Centre					
Learning and Teaching Centre	Academic B	Academic			
Learning and Teaching Centre	Academic C	Academic			
DVC, Chief Operating Officer					
Finance	HEW 9		Professional		
Finance/HR	HEW 5 x 1		Professional		
HR	HEW 8		Professional		
HR/Student Administration	HEW 5 x 1		Professional		
Student Administration	HEW 6 x 1		Professional		
Student Administration	HEW 5 x 3		Professional		
Properties	HEW 4 x 1		Professional		
Properties	HEW 5		Professional		
Properties	HEW 3		Professional		
Marketing and External Relations	HEW 6		Professional		
Service Central	HEW 5		Professional		
Student Engagement Services	HEW 2		Professional		
International	E200			Academic	
DVC Academic Portfolio					
Faculty of Health Sciences					

Faculty of Health Sciences	Academic C x 2	Academic			
Faculty of Health Sciences	Academic B x 6	Academic			
Faculty of Health Sciences	Academic E	Academic			
Faculty of Health Sciences	HEW 7		Professional		
Faculty of Health Sciences	HEW 5		Professional		
Faculty of Health Sciences	HEW 2				Professional
Faculty of Health Sciences	AC003 x 11			Academic	
Faculty of Education and Arts					
Faculty of Education and Arts	Academic B x 2	Academic			
Faculty of Education and Arts	AC003 x 3			Academic	
Faculty of Law and Business					
Faculty of Law and Business	HEW 5		Professional		
Faculty of Theology and Philosophy					
Faculty of Theology and Philosophy	AC003			Academic	

6. Indigenous involvement in decision-making

Section 11 of the ISSP guidelines

The University's Indigenous Student Success Program Committee (ISSPC) meets the requirements of Section 11 of the ISSP guidelines. ISSPC provides leadership on strategic activities to achieve just and sustainable outcomes for Aboriginal and Torres Strait Islander peoples at ACU.

ISSPC reports to the Aboriginal and Torres Strait Islander Education Committee (ATSIEC) which is the key forum established by Australian Catholic University (ACU) to promote cohesive, whole of University strategies that build cultural capability and increase visibility and presence of First Peoples.

In addition, the University Research Committee, Human Ethics Research Committee and Indigenous Research Ethics Advisory Panel (IREAP) have Aboriginal and/or Torres Strait Islander representation. University committees with representation of Aboriginal and Torres Strait Islander people are:

- Vice-Chancellor's Strategy Group (VCSG)
- ATSIEG – Aboriginal and Torres Strait Islander Education Governance Committee
- University Research Committee
- Human Ethics Research Committee
- Indigenous Research Ethics Advisory Panel (IREAP)
- Executive Planning Group (EPG)
- Academic Board
- Students, Learning and Teaching Executive (SLATE)
- Courses and Academic Quality Committee
- Queensland ACU Chapter Committee
- Faculty Board Meeting – Law and Business
- Faculty Board Meeting – Education and Arts
- Faculty Board Meeting – Health Sciences
- Faculty of Health Sciences Indigenous Perspectives in Curriculum Subcommittee
- Standards and Compliance Committee
- Orientation Day Working Group (at 6 campuses)
- Open Day Working group (at 6 campuses)
- Steering Group Postgraduate Accelerating Indigenous Careers and Leadership

- Literacy and Numeracy Teacher Initial Teacher Education (LANTITE) Working Group Strategy Meeting
- Management Advisory Committees (MAC) (campus based)
- ISSP Budget Working Group
- ACU RAP Working Group
- ISSP Aboriginal and Torres Strait Islander Art Working Group
- ISSP Postgraduate Working Group
- Respect Now Always Advisory Committee

Indigenous Student Success Program Committee (ISSPC)

Purpose

ISSP is designed to address the additional barriers Indigenous students face to succeed in higher education by providing universities with increased flexibility to tailor their support to meet the specific needs of Indigenous students. The program builds on other Commonwealth assistance so that higher education providers can prioritise and accelerate improvements in academic achievement of Aboriginal and Torres Strait Islander peoples.

Roles and responsibilities of ISSPC

1. To receive applications from ACU faculties and Directorates to allocate Indigenous Student Success Program funding in the following areas:
 - To award student scholarships;
 - To provide academic support (including supplementary tuition);
 - To provide pastoral care;
 - To implement cultural competency strategies;
 - To engage and prepare Indigenous students for higher education or engage Indigenous students who have withdrawn from study.
2. To make recommendations and provide advice on applications received under the University's Indigenous Student Success Program
3. Review and monitor the use of the University's Indigenous Student Success Program funding grant to ensure compliance with the Indigenous Student Assistance Grants Guidelines 2017 (The Guidelines).

Criteria for appointment

To meet the requirements of the Indigenous Student Assistance Grants Guidelines, the Indigenous Student Success Program Committee will be led by appropriately qualified senior executive employee who is an Aboriginal and Torres Strait Islander person. The committee consists of a majority of Aboriginal and Torres Strait Islander persons, each of whom has skills and experience relevant to the role.

Method of appointment

Members of the ISSC are appointed consistent with the Indigenous Student Assistance Grants Guidelines.

Appointment term

Nominated Members of ISSPC will serve for a period of two years and may be considered for consecutive terms of office to maintain continuity.

Membership

The membership of the ISSPC is as follows:

1. Director, First Peoples and Equity Pathways Directorate (Co-Chair) – Jane Ceolin* (2 years)
2. Deputy Vice-Chancellor, Students, Learning and Teaching (Co-Chair) – Zlatko Skrbis (<1 year)
3. Director Finance Directorate (or nominee) Finance – Alex Graham* (2 years)
4. Manager Administration, First Peoples and Equity Pathways Directorate – Gina Jeffery (2 years)
5. Indigenous Student Success Program Project Officer – Erin Dougherty* (1 year)

Decision-making processes

The Co-chairs of the ISSPC have expenditure delegation to approve expenditure and payments within the Indigenous Student Success Program (ISSP) funding grant.
The ISSPC will develop the budget and recommend the broad allocation of funds.
Proposals from faculties, Directorates and Portfolios for specific expenditure against the allocated funds will be assessed by ISSPC.

ISSPC may prescribe the form and manner by which it receives such proposals.

Reporting

The Co-Chairs of ISSPC will provide periodic reports on ISSP strategies to ATSIEC.

Meeting frequency

The ISSPC shall meet a minimum of three times per year. Technology assisted meetings may be conducted as necessary.

Responsible officer: Director, First Peoples and Equity Pathways Directorate

Administrative support: ISSP Project Officer

Relates to:

Aboriginal and Torres Strait Islander Education Committee

Aboriginal and Torres Strait Islander Education Committee (ATSIEC)

Purpose

The ATSIEC is one of three key forums established by Australian Catholic University (ACU) to lead a cultural shift within the University to promote cohesive, whole of University strategies that build cultural capability and increase visibility and presence of First Peoples.

ATSIEC is the peak forum of Australian Catholic University to provide vision, lead, guide and advise on strategic activities to achieve just and sustainable outcomes for Aboriginal and Torres Strait Islander peoples.

Roles and responsibilities

1. To champion a learning culture that builds cultural capabilities, through the inclusion of Aboriginal and Torres Strait Islander cultural perspectives in University courses and University policies.
2. To promote excellence and discourse in Aboriginal and Torres Strait Islander education through innovative and collaborative partnerships within and beyond the University.
3. To develop and recommend the University's Indigenous Education Strategy.
4. To evaluate, report and recommend on the University's Reconciliation Action Plan (RAP).
5. To evaluate, report and recommend on the use of the University's Indigenous Student Success Programme (ISSP).

Criteria for appointment

To champion respectful engagement with Aboriginal and Torres Strait Islander peoples and communities, the ATSIEC must have a committee that consists of majority of Aboriginal and Torres Strait Islander persons, each of whom has skills and experience relevant to the role. These include but are not limited to the following:

- Contributing to a University culture that acknowledges and values Aboriginal and Torres Strait Islander peoples, their knowledge and cultures.
- Providing cultural support, cultural representation and enhancing deep cultural understanding of perspectives and protocols of Aboriginal and Torres Strait Islander peoples.
- Providing advice to ACU on engagement with Aboriginal and Torres Strait Islander communities, and events and activities that engage Aboriginal and Torres Strait Islander students and/or staff and the wider University community.

Method of appointment

Members of the ATSIEC, other than those serving in an ex-officio capacity, will be nominated by the respective faculties and directorates for appointment, having regard for the criteria.

Appointment term

Nominated Members of ATSIEC will serve for a period of two years and may be considered for consecutive terms of office to maintain continuity.

Membership

The 2018 membership of the ATSIEC is as follows:

1. Deputy Vice-Chancellor Education (Co-Chair) – Professor Zlatko Skrbis (< 1 year)
2. Director, First Peoples and Equity Pathways Directorate (Co-Chair) * - Jane Ceolin (2 years)
3. Indigenous Student Success Program Project Officer* - Erin Dougherty (1 year)
4. Coordinator/ Yalbalinga Indigenous Higher Education Unit (ex-officio) * - Danielle Dent (2 years)
5. Coordinator, Weemala Indigenous Higher Education Unit (ex-officio) * - Kate Wragge (2 years)
6. Coordinator, Jim-baa-yer Indigenous Higher Education Unit (ex-officio) * - Linc Yow Yeh (2 years)
7. Student Support Officer, Dhara Daramoolen Indigenous Higher Education Unit (ex-officio) * - Richard Jameson (2 years)
8. Manager, Aboriginal and Torres Strait Islander Employment, Human Resources Directorate* - Shae Cubillo (2 Years)
9. Faculty of Education & Arts (ex-officio) –Daniel Armour* - nominee (< 1 year)
10. Faculty of Theology and Philosophy (ex-officio) – Ian Elmer - nominee (2 Years)
11. Faculty of Law and Business (ex-officio) – Catherine Renshaw – nominee (< 1 year)
12. Faculty of Health Sciences (ex-officio) Anthony Whitty – nominee (< 1 year)
13. Director, Office of Student Success - Evelyn Picot (2 years)
14. Director (Learning and Teaching Centre) – Meg Stuart (< 1 year)
15. Deputy Vice-Chancellor (Research) (ex-officio) Janet Mooney* (< 1 year)
16. Finance – Alex Graham* - nominee (<1 year)
17. External University Representative – Susan Page* (2 years)
18. Aboriginal and Torres Strait Islander Student Representatives* Christopher Duncan (< 1 year)
19. Aboriginal and Torres Strait Islander Elders/ community representatives* - Aunty Joan Hendriks (2 years)

*Denotes Aboriginal and Torres Strait Islander representative

Reporting

The Co-Chairs of ATSIEGC will provide periodic reports to Academic Board, the Vice-Chancellor's Strategy Group, Senior Executive Group

Meeting frequency

The ATSIEC shall meet two times per year with at least one meeting to be face to face. Technology assisted meetings may be conducted as necessary.

Responsible officer: Director, First Peoples and Equity Pathways

Administrative support: ISSP Project Officer

Relates to:

The Co-Chairs of ATSIEC will provide periodic reports to Academic Board, the Vice-Chancellor's Strategy Group and Senior Executive Group

Date of establishment:

August 2017

Review

The ATSIEC may review its own procedures and amend its Charter.

Number of ATSIEGC meetings and main agenda items

During 2018, 2 meetings of the ISSPC were convened in February and November.

The main agenda items included:

- Review of 2017 ISSP Projects and Financial Acquittal
- Review 2019 ISSP Applications and Budget

During 2018, three meetings of the ATSIEGC were convened in March, September and November.

The main Agenda Items included:

- ATSIEGC - Terms of Reference and ATSIEGC Charter
- ISSP compliance:
 - Aboriginal and Torres Strait Islander Education Strategy
 - Aboriginal and Torres Strait Islander Employment Strategy
- ISSP Budget – Budget Working Group
- ISSP Initiatives
- Tertiary tuition
- Reconciliation Action Plan
- Postgraduate Working Group
- University's Reconciliation Action Plan RAP Working Group

6a. Statement by the Indigenous Governance Mechanism

Consistent with subsection 17(2)(b) of the ISSP Guideline, the Indigenous Governance Mechanism endorses the Australian Catholic University ISSP Performance Report and Acquittal Report.