

## Indigenous Student Success Program 2020 Performance Report

<b>Organisation</b>	AUSTRALIAN CATHOLIC UNIVERSITY		
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### 1. Enrolments (Access)

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

- ACU's new Saint Josephine Bakhita Campus, Blacktown (Opening Semester 1 2021)
  - Increased outreach to school, community and key stakeholders including Elders (ACU/ISSP)
  - Created a culturally safe space for Indigenous students and staff (ACU)
  - Engaged the Indigenous Student Success Officer to build relationships in local area (ACU/ISSP)
- New pathways to ACU
  - Faculty of Education and Arts: Introduced the Diploma of Educational Studies (Tertiary Preparation) AFB - On successful completion students can articulate to B. Early Years (0-5 Years) or B. Education Primary (ACU)
  - ACU Guarantee - Early Entry Program for Year 12 students and introduced for Semester 1 2021 intake (ACU)
  - Student Veterans Program (ACU)
  - Direct Entry for Aboriginal and Torres Strait Islander applicants – Partnership with ACU Admissions (ACU)
  - Faculty of Law and Business: Developed the Bachelor of Business Administration Away-From Base to commence Semester 2 2021. The new course includes four Indigenous Units (ACU/ISSP)
- Culturally inclusive marketing
  - Developed Aboriginal and Torres Strait Islander student stories for focused audience eg. Koori Mail (ACU/ISSP)
  - Created Indigenous focused promotional materials – eg NITV, Carbon Creative (ISSP)
  - Developed a Welcome to Country video for Blacktown campus (ISSP)
- ACU Postgraduate Strategy
  - Office of Provost initiative – To improve postgraduate student participation (ACU/ISSP)
  - Edmund Rice Education Australia Partnership – Career enhancement for EREA Indigenous teachers (ACU)

#### 1.1 Scholarships, bridging/enabling support and outreach activities

- Scholarships
  - ACU Blacktown Campus Equity Scholarship for Aboriginal and Torres Strait Islander students (ACU)
  - Postgraduate scholarships for Indigenous students (ACU/ISSP)
- Outreach activities
  - Welcome to Country video - Blacktown (ISSP)
  - Engagement with Indigenous teachers - Qld Catholic Education Indigenous Education Conference (ISSP)
  - Outreach Officers engaged at Brisbane, Sydney and Melbourne campuses (ISSP)

#### 1.2 Rise or fall of Indigenous Equivalent Full-Time Student Loads (EFTSL)

- EFTSL increased from 2019 (344.38) to 2020 (351.625)

**Table 1 Scholarships - breakdown of 2020 payments<sup>1 2 3</sup>**

	Education Costs		Accommodation		Reward		Total <sup>4 5</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling <sup>6</sup>								
Undergraduate <sup>7</sup>	\$56,477.50	41	\$304,495.06	20			\$360,972.56	61
Post-graduate <sup>8</sup>							0	0
Other								
<b>Total</b>	\$56,477.50	41	304,495.06	20			\$360,972.56	61

## 2. Progression (access and outcomes)

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

- ACU responded quickly to the challenges presented during 2020. In addition to university wide initiatives, strategies to support Indigenous student success were implemented. Support included:
  - Designing and transitioning to online learning for all courses including Away-from-Base
  - Offering one to one virtual support for students
  - Referring students to ACU online student services –academic skills, student advocacy, counselling and career services, pastoral support
  - Additional well-being support and online engagement with students
  - Offer of Financial bursaries
  - Providing digital hardware to assist with online access
  - Hosting online student celebration events including graduations
  - Care packs mailed to all students during the year and all graduating students received gifts (ACU/ISSP)
- Yarning with Elders – Connected students with Elders online and face to face meetings where appropriate (ISSP)
- On Country cultural education (Strathfield and North Sydney campuses) – Hosted by Indigenous Higher Education Units (IHEU) for ACU staff and students (ISSP)

### 2.2 Rise or fall of success/progression rates

- ACU's Aboriginal and Torres Strait Islander student Success Rate increased from 2019 (82.71%) to 2020 (86.45%)

### 2.3 See Table 2a: Number and level (UG/PG) of study for Aboriginal and Torres Strait Islander students that received tutorial assistance in 2020

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

- Staffed by Aboriginal and Torres Strait Islander peoples, ACU's Indigenous Higher Education Units (IHEUs) are welcoming and culturally safe places that offer academic, personal and cultural support. IHEUs are located at:
  - Weemala (Brisbane Campus) – Coordinator, Indigenous Student Success Officer and Admin Officer (ACU funded) and Outreach Officer (ISSP funded)
  - Dhara Daramoolen (Canberra Campus) - Indigenous Student Success Officer (ACU funded)
  - Jim-Baa-Yer (Melbourne and Ballarat campuses) - Coordinator, Indigenous Student Success Officer and Admin officer (ACU funded) and Outreach Officer (ISSP funded)
  - Yalbalinga (Strathfield and North Sydney campuses) - Coordinator, 2 x Indigenous Student Success Officers (ACU funded), Admin Officer (ACU funded), Indigenous Student Success Officer (ACU/ISSP funded) and Outreach Officer (ISSP funded)
- Indigenous students are referred to ACU student services including: Academic Skills Unit, 24/7 on-demand study support, Transition support (Connect2Uni), Peer Assisted Student Success (PASS), Library services and AskACU (ACU).

- First Peoples Directorate Office located in Brisbane, has national strategic responsibilities for Aboriginal and Torres Strait Islander success at ACU and provides operational oversight and coordination of IHEU activities. FP staff: Director, National Manager, Administration Officer (ACU funded) and Associate Director and ISSP Project Officer (ISSP).

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

### **Indigenous Ways of Knowing, Being and Doing**

- The Learning and Teaching Centre (LTC) led the university in strengthening Ways of Knowing, Being and Doing to create a culturally safe learning and teaching environment and enhance knowledge and understanding of ACU staff. Initiatives included:
  - Faculty champions promoted within their discipline and supported colleagues in embedding of Indigenous Knowings in courses and units. (ACU)
  - Course conveners were required to demonstrate the inclusion of Indigenous Knowings in curriculum, specifically identifying units where this content is taught. This is a requirement for every AQF7 (undergraduate Bachelor) course at the university.
  - Course documentation was reviewed and approved by a series of course governance committees. These committees assessed the degree to which Indigenous Knowings were expressed in teaching content and assessed in individual units. (ACU)
  - Promoting excellence and innovation in First Peoples Knowings in the environment and sustainability which aligns with Stewardship of Creation in Catholic Social Thought. (ACU/ISSP)
  - ACU maintains a portfolio of culturally inclusive resources, rated for their utility and appropriateness. The rating tool was developed by Indigenous staff. All staff are encouraged to use this tool.
  - Cultural Confidence Survey: To understand the confidence levels of Academics in delivering culturally inclusive content. (ACU)
  - Continuous review of curricula and learning resources to facilitate cultural safe curriculum using an inhouse evaluation tool (ACU)
- Co-designed with Faculty Health Sciences: a cultural safety professional learning package to deepen cultural awareness and build cultural capacity for Aboriginal and Torres Strait Islander and non-Indigenous staff (ACU)

### **Graduate Attributes**

- ACU does not have a specific Indigenous Graduate Attribute. Currently Graduate Attribute GA6 incorporates Indigenous views.
- During 2020 LTC reviewed the university's Graduate Attributes and in 2021 ACU will introduce new Graduate Attributes to more explicitly articulate an appreciation of the perspectives of First Peoples. (ACU)

### **ACU Library**

- Maintain, review and add to the portfolio of Indigenous Knowings resources by:
  - Auditing of existing records to review AUSTLANG codes developed by AIATSIS and applied an Indigenous Knowings filter to library collections of cultural knowledge (ACU)
  - Reviewing of library collections using LTC criteria and tools (ACU)
  - Developing Library Guides to assist staff and advise students on Indigenous Knowings resources (ACU)
  - Training library staff to evaluate new Indigenous Knowings titles (ACU)
  - Installing library displays - First Peoples literature (ACU)
  - Organising yarning circles inviting students and staff to engage with Indigenous perspectives (ACU)
  - Establishing a national Indigenous Advisory group for Libraries (ACU)
  - Creating Acknowledgement of Country plaques for ACU libraries (ISSP)

### Culturally safe spaces

- Culturally safe spaces (IHEUs) for students are located on five campuses. Cultural and medicinal gardens are on three campuses, including a new cultural garden at Strathfield Campus for use as a learning and teaching space. Two campuses have a dance circle and yarnning circles. (ACU/ISSP)

### ACU Institutes

- ACU Institutes facilitated cultural understanding and knowledge from Aboriginal and Torres Strait Islander peoples' perspectives. This included ACU's PM Glynn Institute which 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
  - Sources and confidence and belonging in Australia

**Table 2a Tutorial assistance provided in 2020**

Level of study	Number of students assisted	Total hours of assistance <sup>9</sup>	Expenditure <sup>10</sup> (\$)
Enabling	1	5	
Undergraduate	136	4232.95	
Postgraduate	7	122.25	
Other			\$2160.51
<b>Total</b>	<b>144</b>	<b>4360.20</b>	<b>\$258,359.99</b>

**Table 2b Indigenous Support Activities provided in 2020<sup>11</sup>**

Activity <sup>12 13</sup>	Number of student participants	Expenditure (\$)
Course Development – Indigenous Units	0	\$43,680
Aboriginal and Torres Strait Islander Future Students	0	\$241,924
Community Outreach Officers	0	\$145,000
IHEU student activities	>450	\$152,293
Culturally safe environments	>450	\$52,346
Cultural support and leadership	>450	\$44,817
Student Grants	>400	\$347,781

## 3. Completions (outcomes)

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

During 2020, ACU reviewed and implemented university policies and initiatives to improve the student learning experience, student retention and student success of ACU students. 2020 strategies included:

- **ACU Strategic Plan 2020 – 2023**
- **ACU Education Strategy** – Guides the student learning journey by ensuring excellent educational experiences that meet the needs of all students.
- **Aboriginal and Torres Strait Islander Success (Belonging) Strategy** - Enables a consolidated university-wide approach for Aboriginal and Torres Strait Islander peoples' success, including strengthened culturally inclusive structures.

- **ACU Aboriginal and Torres Strait Islander Cultural Capability Report** – Guides the work of seven key working groups established to audit
- **Widening Participation Strategy** –Facilitates an inclusive approach to widening participation that encompasses traditional equity groups.
- **ACU Enrolment Plan 2021-2026 Strategy and Objectives**
- **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 Experience and Retention Committee**

### 3. *Rise or fall of completions*

- ACU completions for Indigenous students were maintained from 2019 to 2020 with 81 completions.

#### 3.1 *Strategies connecting graduates with employment*

- Career Development and Employability services – Key services include Application Assist, workshops and programs and Student Jobs on Campus (ACU)
- Engagement with Graduates – Opportunities to reconnect with university through ACU Alumni engagement (ACU)
- ACU Graduate Internship Program – HR employment and training opportunities for Aboriginal and Torres Strait Islander graduates (ACU)
- Partnerships with key stakeholders and Faculties – Professional placements and coordinated events to connect students with employers including education providers and health agencies (ACU)
- Promoted student participation in ACU Jobs on Campus and Student Ambassador programs (ACU/ISSP)

#### 3.2 *Strategies to assist graduates*

- ACU Pro Bon Placement Indigenous Law Program – Student placement opportunity at ACU (ACU)
- ACU Career Development Service – Connecting undergraduates with professional development opportunities (ACU)

#### 3.3 *Strategies to monitor student outcomes after graduation*

ACU is a proud leader in [graduate employability](#) both within Australia and internationally.

- ACU was ranked first in Australia for graduate employer satisfaction. (Source: Employer Satisfaction Survey, undergraduate cohort)
- ACU is ranked first in Australia for graduate employment. (Source: Graduate Outcomes Survey - Longitudinal 2020, full-time employment)
- ACU was awarded five stars for full-time employment (Source: Good Universities Guide 2021)
- ACU was recognised globally with five stars for employability. (Source: QS Stars 2019)
- Connections are maintained with Indigenous graduates through email and social media generated by respective IHEUs
- Strong engagement is maintained with AFB graduates as a distinct alumni community

#### 4. Regional and remote students

*Comment on support offered to regional and remote students during the 2020 year:*

##### 4.1 Strategies to improve access to university study

- Accommodation Scholarships – Offered to 20 students from regional and/or remote communities (ISSP)

##### 4.2 Activities to support students during their studies

- Opportunities to take up ACU Student Ambassador roles (ACU/ISSP)
- Connection with ACU student programs and services to enrich the university experience and maintain health and well-being
- Promoted ACU services including Studiosity, PASS, Academic Skills and Student Enrichment programs
- IHEU services – Engagement with Elders and Cultural mentors to enable cultural and pastoral care of students, Study Assistance program, online support and services

##### 4.3 The rise or fall of Indigenous Equivalent full-time student load

- EFTSL - Regional and remote students increased from 2019 (97.62) to 2020 (103.28)

**Table 4 Scholarship data for remote and regional students<sup>14 15</sup>**

	Education Costs		Accommodation		Reward		Total <sup>16</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2019 Payments	\$42,268	17	\$203,543	16	\$18,000	9	\$263,811	42
B. 2020 Offers <sup>17</sup>	\$15,152	11	\$300,000	20			\$315,152	33
C. Percentage <sup>18</sup> (C=B/A*100)							119.46%	78.57%
<b>2020 Payments</b>	\$15,152	11	\$261,728	18			\$276,880	29

#### 5. Working with Vulnerable People Requirement<sup>19</sup>

	Yes/No
Has the university completed a risk assessment?	Yes
Have staff involved in ISSP received training?	Yes
Does the university have a compliance process in place?	Yes

#### 6. Eligibility requirements

##### 6.1. Indigenous Education Strategy

- The University's [Strategic Plan 2020 – 2023](#) provides the highest-level plan of the university and includes the practical implementation of the university's mission, vision and strategic priorities. ACU's broad university-wide work is grounded in mission, vision and strategic priorities and underpinned by three key focus areas: opportunity, innovation and ethics.
- 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 is aligned with ACU Strategic Plan 2020 - 2023, ACU Innovative RAP, ACU Aboriginal and Torres Strait Islander Peoples Employment Strategy 2020, ACU Cultural Capability Report and ACU Education Strategy.

*6.1.1 Include the current link to the university's website outlining its strategies for improving access, participation, retention and success of Aboriginal and Torres Strait Islander students, including monitoring and evaluation procedures. This can be a special Indigenous Education Strategy document or a section targeting development for Aboriginal and Torres Strait Islander people in a broader university strategic or operational plan.*

- 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

*6.1.2 How the university is including Indigenous knowledge in curricula, graduate attributes and teaching practices, and activities to improve all students and staffs' cultural competency*

- ACU is committed to an enabling environment to facilitate and sustain a strong culture of inclusiveness to increase cultural capability and competency and strengthen Aboriginal and Torres Strait Islander community engagement. The Learning and Teaching Centre (LTC) 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.
- In response to the Cultural Capability Report (2019), seven Cultural Capability Working Groups were established. Informed by the deep discussions of the working groups ACU will respond to the Report findings by end of 2021. Each Working Group is chaired by senior executive staff and has majority Aboriginal and Torres Strait Islander peoples as 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

*6.1.3 Reconciliation Action Plan (RAP)*

- ACU is committed to an enabling environment that implements, promotes and facilitates the success of our RAP. Reconciliation Australia endorsed ACU's progress against the Innovate RAP targets in 2020.
- A Working Group was established to review 2020 performance and co-design a new RAP application at Stretch level. The Working Group highlighted the following activities from 2020:
  - Aboriginal and Torres Strait Islander stakeholders - More than 50% of Schools have implemented activities to increase respectful relationships
  - Supplier diversity action – ACU Procurement Services leads a university wide promotion to increase awareness and engagement of registered Supply Nation suppliers and vendors.
  - Sustainability action – National Sustainability Manager leads this innovative initiative that offsets the university's air travel emissions by purchasing offsets generated by Traditional Owner group.
  - Vice-Chancellor Staff Excellence Awards - The Spirit of Reconciliation Award was introduced to recognise the contributions of staff who drive and innovate culturally responsive programs. Two teams were awarded the inaugural ACU Spirit of Reconciliation Award:
    - The Occupational Therapy Curriculum Team for embedding Indigenous perspectives within the occupational therapy curriculum and

- The Supporting Culturally Responsive Practice During Fieldwork Placements Team for improving culturally safe environments for Indigenous students on placement. (ACU)
- o The Office of the Vice-Chancellor, led by ACU's Art Curator created the University's inaugural Aboriginal and Torres Strait Islander art book, entitled ACU Art Collection: First Impressions. The book reflects the growing appreciation within the University and wider community for this unique and globally significant artistic expression. (ACU)

## 6.2. Indigenous Workforce Strategy

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

- ACU's Aboriginal and Torres Strait Islander Peoples Employment Strategy includes measures of 3% employment target for Aboriginal and Torres Strait Islander participation in 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:
  - o 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,
  - o to achieve 3% Aboriginal and Torres Strait Islander staff employment,
  - o to develop and implement strategies that support workforce and individual development, participation and involvement of Aboriginal and Torres Strait Islander staff

### 6.2.2 Include the current link to the university's website outlining the strategies to increase the number of Aboriginal and Torres Strait Islander people working at the university and to support the professional development and career advancement of current Aboriginal and Torres Strait Islander academics. This can be a special Indigenous Workforce Strategy document or a section targeting development for Aboriginal and Torres Strait Islander people in a broader university workforce strategy;

- The Aboriginal and Torres Strait Islander Peoples Employment Strategy (2018-2020) can be viewed at <https://www.acu.edu.au/289887>
- The Aboriginal and/or Torres Strait Islander Peoples Employment Strategy (2020-2023) is linked to ACU RAP (2018-2021), Belonging Strategy (2020-2023) and Cultural Capability Strategy and will be accessible on ACU's web site in May 2021. The revised Strategy includes an Aboriginal and or Torres Strait Islander Employment KPI of 3%.

### 6.2.3 Discuss the practical implementation and evaluation of your Indigenous Workforce Strategy

- ACU is supported to undertake implementation of the Aboriginal and Torres Strait Islander Peoples Employment Strategy by the National Manager, Aboriginal and Torres Strait Islander Employment. The position is identified, classified as ongoing and located within Human Resources.
- The University continues to implement activities to support retaining its current staff such as:
  - o Both formal and informal staff contacts that evaluates engagement
  - o quarterly staff network meetings
  - o use of internal social mediums

### 6.2.4 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 are as follows;
  - o Our Culture
  - o Retain and Build Our Own
  - o Investing in our people



- All themes were progressed to outcomes or levels of achievement with recommendations that the work commenced in the Strategy be transitioned to the Aboriginal and/or Torres Strait Islander Peoples Employment Strategy 2020-2023.

*6.2.5 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*

- ACU current Organisational Structure provides employment for an Aboriginal and Torres Strait Islander person in a senior position. The Director, First Peoples Directorate is an identified position and has oversight of Indigenous Higher Education matters within the university.

*6.2.6 Discuss the current state and plans to progress towards an Indigenous workforce target of 3% or discuss how you have achieved this target in 2020.*

- Collaborative work has commenced including:
  - Faculties and Directorates are acknowledging and incorporating Aboriginal and Torres Strait Islander knowledges in teaching and learning, research and core business across 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.
- Following the internal review of ACU cultural capacities and the formation of seven working groups led by University Executive members in 2019. Development of a University wide framework to implement ACU Cultural Capability Strategy occurred throughout 2020. The working groups are strongly aligned to the strategic initiatives within the Aboriginal and Torres Strait Islander Peoples Employment Strategy.

**Table 6.2 Indigenous workforce data (2020 breakdown)<sup>20 21 22 23</sup>**

Level/position	Permanent		Casual/contract/fixed-term	
	Academic	Non-academic	Academic	Non-academic
HEW 2				2
HEW 3		1		
HEW 4		2		2
HEW 5		6		2
HEW 6		1		2
HEW 7		8		5
HEW 8		4		3
HEW 9		1		
Director - Senior Staff				1
Ass. Director – Senior Staff				1
ITAS Tutoring (1101)				1
SAM (\$140)				1
Academic Positions				
Level A				

Level B	9		1	
Level C	2			
Level D			1	
Level E	1			
Casual Sessional Academic (AC003)			11	
<b>Total</b>	<b>12</b>	<b>23</b>	<b>13</b>	<b>20</b>

### 6.3. Indigenous Governance Mechanism

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

#### ACU Aboriginal and Torres Strait Islander Education Committee (ATSIEC) membership

- ATSIEC consists of majority of Aboriginal and Torres Strait Islander persons (11 of 19 members), each of whom has skills and experience relevant to the role.

Membership	Indigeneity *
Interim Acting Provost - Former position - (Co-Chair)	
Director, First Peoples (Co-Chair)	*
Coordinator- Yalbalinga IHEU Strathfield and North Sydney Coordinator - Weemala IHEU, Brisbane Campus Coordinator - Jim-baa-yer IHEU, Melbourne and Ballarat campuses Indigenous Student Success Officer – Dhara Daramoolen, Canberra	* * * *
National Manager, Indigenous Employment, HR	*
Executive Dean (or nominated representative) Faculty Law and Business/ Faculty of Education and Arts/ Faculty of Health Sciences/ Faculty of Theology and Philosophy	
Director, Office of Student Success	
Director (Learning and Teaching Centre)	
Deputy Vice-Chancellor (Research) (or nominated representative)	*
Chief Financial Officer (or nominated representative) (Alex)	*
Director, Marketing (or nominated representative)	
External University Representative	*
Aboriginal and Torres Strait Islander Student Representatives	*
Aboriginal and Torres Strait Islander Community Representatives	*

*Number of meetings and main agenda items discussed over the year*

- Two meetings were convened in March and November 2020
- Main agenda items of ATSIEC included but were not limited to:
  - 2019 ISSP Projects and Financial Acquittal
  - 2020 ISSP applications and Budget forecast
  - Aboriginal and Torres Strait Islander Cultural Capability Report
  - Development of ACU's Aboriginal and Torres Strait Islander Belonging Strategy
  - Innovate RAP implementation
  - ACU student support services

*Other activities to involve Aboriginal and Torres Strait Islander people in the decisions of the university, curriculum development and/or evaluation/review.*

- ACU Senate: The University's governing body welcomed the first Indigenous person, a Torres Strait Islander woman, as the elected academic on Senate.
- Academic Board (AB): ACU's AB welcomed an elected Indigenous student representative in 2020.
- ATSIEC Co-Chair (Director First Peoples) has strategic leadership responsibilities and is member of Academic Board, Senior Executive Planning Group and the Vice-Chancellor's Strategy Group.
- Aboriginal and Torres Strait Islander peoples have representation on key committees including:
  - Faculty Boards
  - Courses and Academic Quality Committee
  - University Research Committee
  - Indigenous Research Advisory Panel
  - ACU Reconciliation Action Plan working group
  - Admissions Committee
  - Digital Education Committee
  - University Learning and Teaching Committee
  - Student Experience and Retention Committee

### **6.3.1. Statement by the Indigenous Governance Mechanism**

*Consistent with subsection 17(2)(b) of the guidelines, the Indigenous Governance Mechanism should make a statement with reference to the performance report and the acquittal report in this section.*

Consistent with subsection 17(2)(b) of the ISSP guidelines, the Aboriginal and Torres Strait Islander Education Committee through the Co-Chair, Director First Peoples endorses the 2020 ISSP Performance Report and the Acquittal Report.

## Additional information for completing the template

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- <sup>1</sup> Only payments made during 2020 can 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.
- <sup>2</sup> Record the number of students (head count) not EFTSL.
- <sup>3</sup> Include both preserved and new ISSP scholarships.
- <sup>4</sup> This figures in this column should be the sum of the relevant row.
- <sup>5</sup> The total may not be the sum of the previous columns as some students may receive several scholarships.
- <sup>6</sup> Include payments to all enabling students, including remote and regional students.
- <sup>7</sup> Include payments to all undergraduate students, including remote and regional students.
- <sup>8</sup> Include payments to all postgraduate students, including remote and regional students.
- <sup>9</sup> Record only hours of instruction received by the students (do not include staff planning or organising time).
- <sup>10</sup> Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.
- <sup>11</sup> Add more rows if necessary.
- <sup>12</sup> Include a brief description of the activity.
- <sup>13</sup> Providers can either provide a breakdown of the major activities or a total for all the activities undertaken. Examples of activities may include mentoring, outreach activities, promotion of scholarships, events, elder-in-residence, career guidance etc.
- <sup>14</sup> Only record amounts which would/did require payment during the 2020 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.
- <sup>15</sup> Note the data in this table is a subsection of the all student scholarship data provided in Table 1.
- <sup>16</sup> This figures in this column should be the sum of the relevant row.
- <sup>17</sup> Record all verbal and written scholarship offers for the 2020 calendar year, including those offers that were not accepted by the student. Record the 2020 component of new scholarship offers and the planned 2020 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).
- <sup>18</sup> This data confirms the provider's compliance with Section 21(3) of the Guidelines.
- <sup>19</sup> This section confirms that the provider complies with Section 35A of the Guidelines.
- <sup>20</sup> While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce.
- <sup>21</sup> Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.
- <sup>22</sup> The workforce numbers recorded here should be a headcount of staff and not the full-time equivalent
- <sup>23</sup> There is no longer a requirement to break up these by faculty. Please group together results by level