Report of the Review
of the Ngunnawal Centre,
University of Canberra
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About the Report

The Deputy Vice-Chancellor (Education), University of Canberra, commissioned this review of the Ngunnawal Centre, currently managed within the Faculty of Arts and Design at the University of Canberra, to:

- Determine how the current objectives, functions and structures of the Ngunnawal Centre to determine the extent to which they align with the University Strategic Plan; and
- Identify appropriate objectives, functions and structures, consistent with the University of Canberra Strategic Plan, for the provision of educational support for Aboriginal and Torres Strait Islander students at the University of Canberra; and determine how best to promote Aboriginal and Torres Strait Islander employment, research and engagement across the university and with the community.

Principles governing the review

- The review will focus on performance and planning.
- The review will be undertaken in the context of the University as a whole, including any resourcing issues and the interrelationship of the Ngunnawal Centre with other parts of the University.
- External input is a valued and integral part of the review process.
- The review process will be transparent and clearly documented.

Review panel membership

Associate Professor Jordan Williams – Chair.
Associate Professor Michele Fleming - Dean of Students.
Mr Garry Shipp, Director and Special Adviser, Indigenous Affairs, Charles Sturt University – External Panel Member.

Terms of Reference

The review was conducted under the following terms of reference:
(i) assess whether the identified functions and goals of the Ngunnawal Centre are consistent with the University’s Strategic Plan, Education and Research Plans;
(ii) assess the efficiency and effectiveness of the Ngunnawal Centre in meeting its identified functions and goals, in particular whether the organisational structure, profile, resourcing, and skill base of the current staff can achieve those functions and goals into the future;
(iii) identify the University’s expectations for the Ngunnawal Centre (including requirements related to legal and external compliance) and assess the validity of those expectations;
(iv) review the interrelationships of the Ngunnawal Centre with faculties, service units, the broader sector and the broader community, including other ACT educational institutions;
(v) seek and evaluate stakeholder views of the Ngunnawal Centre’s culture and performance, and identify strengths and opportunities for improvement;
(vi) consider the Ngunnawal Centre’s future directions, and plans and strategies for development and improvement;
(vii) assess the level of resources needed for effective achievement of University goals for Indigenous education, research and staffing into the future, including potential to cooperate with other providers in the region and nationally;

(viii) identify performance indicators for future evaluation; and

(ix) make recommendations in relation to all of the above as required.
Executive Summary

While this report represents the outcome of a review into the structure and functions of the Ngunnawal Centre, it makes such recommendations in the context of the University of Canberra (UC) as an institution which collectively bears responsibility for maximizing access and outcomes for Indigenous students, for increasing the stock of knowledge researched by and about our Indigenous Australian peoples and cultures, for embedding Indigenous ways of knowing into curricula, and for ensuring that all UC students have the benefit of learning about Aboriginal and Torres Strait Islander cultures and knowledge.

Aboriginal and Torres Strait Islander students graduate from UC, not from the Ngunnawal Centre so the University has ownership of the education of the students. In the words of the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People* (the Behrendt Report¹), "...university action must be institution wide, not just focused on Indigenous Education Units.

There is very strong internal and external support for the Ngunnawal Centre being organizationally located with the portfolio of the office of the Deputy Vice-Chancellor (Education) rather than being managed by any one faculty. However there were a range of views about the specific structures and functions of the Ngunnawal Centre.

Having considered a range of models of Indigenous Education Units (IEUs), the panel has concluded that the Ngunnawal Centre should continue to play a very significant role in supporting Aboriginal and Torres Strait Islander students, with strengthened links with the community. It should continue to play a strong leadership role in educational, research and governance matters at UC. However, the panel also feels strongly that central support areas and faculties must take on a greater portion of the responsibility for support of Indigenous students, as is recommended by the Behrendt Report.

Recommendations

1. That the Ngunnawal Centre be organizationally located within the portfolio of the Deputy Vice-Chancellor (Education).

2. That the University consider the funding of a purpose-designed refurbishment and relocation of the Ngunnawal Centre spaces to better locate the Ngunnawal Centre with other student services and within the heart of the university landscape so that the Ngunnawal Centre is an integral part of a student hub.

3. That the University establish an Elder-in-residence Program with consideration of the aims of the UC Reconciliation Action Plan.

4. That the University adopt a revised, devolved structure as its preferred model.

5. That an Indigenous Education working party be established to monitor, make recommendations on, and report to University Education Committee on the embedding of Aboriginal and Torres Strait Islander knowledge in curricula.

6. That the University require each faculty to contribute at least one specially developed unit to an elective major in Indigenous Australian Studies to be convened by FAD, the intellectual framework for the major to be collaboratively developed between faculties and the Ngunnawal Centre.

7. That the Ngunnawal Centre work closely with the University of Canberra College to further develop and teach the foundation pathway program for Aboriginal and Torres Strait Islander students, with pastoral care for the students provided centrally in collaboration with the Ngunnawal Centre.

8. That mechanisms be developed to ensure effective partnerships and genuine collaboration be cemented between the various student support areas and the Ngunnawal Centre to encourage Aboriginal and Torres Strait Islander students’ engagement with learning and teaching programs.

9. That the role of the Aboriginal and Torres Strait Islander identified recruitment officer be redesigned to include responsibility for Indigenous outreach more broadly.

10. That faculties are responsible for prompt identification and provision of ITAS tutors to students studying subjects within their faculty, with the Ngunnawal Centre retaining responsibility and authority for dispersal of ITAS funding and assistance in selecting and training tutors as well as reporting to the Commonwealth as required under the terms of the HESA (2003) on Indigenous programs, including the Indigenous Support Program (ISP) and the ITAS-TT.

11. That UC and CIT IEU’s develop an articulation strategy to promote articulation of CIT students into UC degrees. UC should seek to be actively represented in the CIT IEU and vice versa.

12. That the University investigate the establishment of Indigenous Teaching Fellowships at 0.5 of fulltime, one per faculty.

13. That the University investigate establishing Aboriginal and Torres Strait Islander PhD Scholarships to be offered each year with allowances at least equal to the APA rate. These would not preclude the holder from concurrently occupying a Teaching Fellowship.

14. That UC investigate the possibility of undertaking collaborative activities for Indigenous HDR students with other universities in the local region to enhance the students’ research capacity and sense of belonging to an Indigenous HDR cohort.

15. That UC Research Office investigate ways to record research activity and publications by Indigenous FOR codes to allow UC to assess its performance in research of Indigenous cultures and knowledge.
Introduction
The Ngunnawal Centre was established at the University of Canberra in 1985 to support education of Aboriginal and Torres Strait Islander students. The University wishes to review the structures, functions and resources of the Ngunnawal Centre in order to ensure that it can assist the University to achieve its current 2013-2017 strategic purpose:

*To contribute, through our education and research, to the building of just, prosperous, healthy and sustainable communities which are committed to redressing disadvantage and reconciliation with Australia’s Indigenous peoples.*

The Ngunnawal Centre has continued to evolve as have government policy and community expectations. A range of factors have led to the University determining that it was time to review the structures and functions of the Ngunnawal Centre, not least the recommendations of the Behrendt Report. This coincides with the implementation of *Breakthrough: Strategic Plan 2013-2017*, and with the redefining of the UC Reconciliation Action Plan.

Background
In 2013 there are approximately 170 undergraduate students who identify as Aboriginal or Torres Strait Islander. In Semester 1 of 2013, there were 16 students in the Ngunnawal Foundation program, an enabling pathway into UC undergraduate degrees. There were four Aboriginal or Torres Strait Islander students in undergraduate Honours programs across the university and four Higher Degree by Research students. New targets for enrolment will be set as part of the Reconciliation Action Plan, soon to be endorsed by Reconciliation Australia, and the Ngunnawal Centre could conceivably play a significant role in assisting the University to reach and retain these goals.

Submissions received

Submissions were invited from a range of people, including students and staff of the Ngunnawal Centre, the University of Canberra Student Association (UCSA)(including the Aboriginal and Torres Strait Islander Student Association), Indigenous education units at CIT, ACU and ANU, and the Ngunnawal Elders Council. Where individuals contacted the panel and asked to be able to make a submission, they were encouraged to do so.

Submissions were received from:
- Acting Director of the Ngunnawal Centre, Sharon Payne on behalf of the Ngunnawal Centre;
- Anne Martin, the Director of the Tjabal Centre at ANU;
- Jessica Murrell, ITAS coordinator from the Ngunnawal Centre;
- Dr Peter Radoll, Indigenous staff member from the Faculty of Business, Government and Law and a former Acting Director of the Ngunnawal Centre (in addition to being a former director of the Tjabal Centre);
- UCSA and ATSISA on behalf of Indigenous students.
Discussion

Functions and goals of the Ngunnawal Centre in relation to the University’s Strategic Plan

The Ngunnawal Centre’s mission has been to:

• provide professional and technical education that develops people for leadership and employment; and
• undertake research programs that address current Aboriginal and Torres Strait Islander community issues, within a national and regional community context.iii

The Ngunnawal Centre is currently responsible for:

a) Providing day to day support for Aboriginal and Torres Strait Islander students.
b) Recruiting students to and delivering two Foundation Units in the Ngunnawal Foundation Program which aims:
   (1) to give students an awareness of the demands of tertiary study;
   (2) to develop the skills and knowledge to equip students for success in tertiary study via two foundation units;
   (3) to assist students’ learning in two mainstream university units.
c) Teaching Indigenous studies units which form part of the Indigenous Studies major.
d) The Ngunnawal Centre receives Commonwealth funding under the terms of the Indigenous Support Program (ISP) and the ITAS. ISP funding is used to, in-part, cover staffing for the Ngunnawal Centre and ITAS funding is used to cover the costs associated with employing tutors to provide one to one or small group tuition in subject specific areas. The Ngunnawal Centre arranges for tutors for students from all faculties.
e) Supporting Indigenous higher degree by research students.
f) Advising senior management on issues to do with Indigenous education and employment, including the Reconciliation Action Plan.
g) Continuing engagement with the local Indigenous community and with various local, national and international bodies.

The University’s Breakthrough: Strategic Plan 2013-2017 identifies the following as one of its three defining purposes moving forward:

To contribute, through our education and research, to the building of just, prosperous, healthy and sustainable communities which are committed to redressing disadvantage and reconciliation with Australia’s Indigenous peoples.

The mission and functions of the Ngunnawal Centre are consistent with that purpose. However the Behrendt Report raised for the panel the question of whether the Ngunnawal Centre must itself be fully responsible for all of these functions, in particular:

• Point a), support for Indigenous students: the Behrendt report consistently emphasises a whole of university approach to student support, stating that faculties are every bit as responsible as Indigenous Education Units (IEUs) are responsible for such support. While IEUs such as the Ngunnawal Centre are viewed as vital hubs for support, faculties and other student services such as the Student Equity and Support Unit,

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ii The discussion is structured around the terms of reference provided to the review panel.

iii Source: [http://www.canberra.edu.au/ngunnawal](http://www.canberra.edu.au/ngunnawal). No records identifying the original purpose of the Ngunnawal Centre nor amendments over time could be located.
Health and Counselling and the Academic Skills Centre should also play a key role in supporting Aboriginal and Torres Strait Islander students.

- Point b) above: the former Marketing and International Unit has had the key responsibility for recruiting Aboriginal and Torres Strait Islander students, including to the Foundation Program. A number of staff commented that this approach had not worked well in the past; however the panel was of the view that managed well, a separate Indigenous Australian recruiting resource could function effectively. At any rate, Aboriginal and Torres Strait Islander recruitment needs to be resourced.

- Point c) above, teaching Indigenous Australian Studies units: the panel was of the view that this responsibility should be taken on by Faculties in accordance with Recommendation 18 of the Behrendt report which encourages the embedding of Indigenous knowledges in curricula. Behrendt argues for a whole-of-university approach not only for support of Indigenous Australian students but also for promulgating Indigenous knowledges. The panel was of the view that Faculties should share in a UC Indigenous Australian Studies elective major, with each faculty offering one or two units in addition to embedding Indigenous knowledge throughout curricula. The Director of the Ngunnawal Centre (or their nominee) could play a consultative role in developing such a major.

- Point d), ITAS tutoring: ITAS funding has been underspent for the past two years, with an underspend of over $60k in 2012; yet retention rates for Aboriginal and Torres Strait Islander students are still short of ideal. The panel believes that Faculties would be a more appropriate identifier of suitable tutors for ‘mainstream’ units given their knowledge of the available pool of tutors. The Ngunnawal Centre could be involved at a policy and procedure level as well as in screening and training of potential tutors and in approving payments. This is in accordance with the Behrendt Report’s view that support of Indigenous students is not solely the responsibility of IEUs.

- Point e), supporting Aboriginal and Torres Strait Islander HDR students: the extent to which the Ngunnawal Centre can support such HDR students depends on the qualifications and expertise of the staff of the Ngunnawal Centre. There are relatively few Aboriginal and Torres Strait Islander HDR students at UC at present, and currently no Ngunnawal staff member with a PhD. Hence students are not benefitting from either research leadership (notable exception being the Faculties of Health and of Business Government and Law where there are Indigenous researchers) nor from cohort support. The Panel suggests that the Ngunnawal Centre can best support HDR students presently by assisting the Deputy Vice-Chancellor (Research) to form partnerships for cohort support with other Universities. Further, recruiting more Indigenous HDR students may depend on developing a strategy for providing adequate supervisory support through the supervisory panel system, assisting students to find not only topics to which they are attracted, but also appropriate supervisors.
University’s Expectations for the Ngunnawal Centre

The University has shown a commitment to addressing Indigenous Australian education and research priorities. This commitment has been evident, and is explicitly stated in both the previous and the current strategic plans. With this review, rather than dictate the operational shape of that explicit commitment, UC has indicated its willingness to consider a range of models, consistent with both the Behrendt Report and UC’s own context.

Interrelationships of the Ngunnawal Centre with faculties, service units, the broader sector and the broader community.

The Ngunnawal Centre staff reported mixed success in relationships with service units. For example, staff felt that recruitment of Aboriginal and Torres Strait Islander students remained a challenge for the University. Liaison with Faculties has proven to be very time consuming given the broad range of responsibilities in the current structure of the Ngunnawal Centre. However, the Panel argues that effective relationships are critical for the successful implementation of UC Aboriginal and Torres Strait Islander strategies, as a whole of University approach will require the Director of Ngunnawal Centre to develop and maintain close liaison with the DVC (E).Faculties and Divisions. This relationship will ensure the implementation of Indigenous strategies are both developed and maintained whilst encouraging greater retention and success of our students and staff.

Stakeholder views of the Ngunnawal Centre’s culture and performance

Both internal and external stakeholders expressed great optimism for the future of the Ngunnawal Centre and its contribution to the wellbeing of Aboriginal and Torres Strait Islander students. The panel found very strong support for the continuing leadership role of the Ngunnawal Centre, albeit with attention paid to its resourcing and functions.

Efficiency and effectiveness of the Ngunnawal Centre in meeting its identified functions and goals

Current Structure and Staffing

![Diagram of Ngunnawal Centre's structure and staffing]

- Dean of FAD
- Director
  - Associate Professor
- Ngunnawal Elder
- Assistant Professor
  - Teaching Indigenous Studies Units
- UC 6 (0.8 FTE)
  - ITAS coord
  - Foundation Mgr
- UC4
  - Administration
Casual academic staff members are employed to do teaching and casual ITAS tutors are employed as needed for learning support for Aboriginal and Torres Strait Islander students from across the university.

The Ngunnawal Centre currently reports to the Dean, Faculty of Arts and Design, having moved in 2010 from reporting to the Office of the Deputy Vice-Chancellor (Education). For some years prior to 2009 the Ngunnawal Centre reported to the Dean of the Faculty of Education. Submissions and comments to the panel were overwhelmingly in favour of the Ngunnawal Centre returning to the portfolio of the DVCE and the panel supports that recommendation. Such a move will ensure a whole-of-university approach to matters relating to Indigenous Australian education, research and community engagement.

**Recommendation 1: That the Ngunnawal Centre be organizationally located within the portfolio of the Deputy Vice Chancellor (Education).**

The physical location and quality of fit-out of the Ngunnawal Centre was of concern to Ngunnawal staff and students and the panel concurred. The Ngunnawal Centre is located at the northern end of campus and, while staff members have made good use of the available space to facilitate the many functions it must serve, the space is not of the same high standard as the Student Central area and the Academic Skills Centre (ASC) area and the Student Commons. This presents a timely opportunity for the University to consider relocating the Ngunnawal Centre to refurbished space in closer proximity to Student Central, the ASC and the Library. This would cement the Ngunnawal Centre symbolically within a student axis or precinct comprising Student Central, the ASC and the Library, as well as placing Aboriginal and Torres Strait Islander students within ready reach of ASC services to supplement the student learning support provided by the Ngunnawal Centre and the support provided by SEASU.

**Recommendation 2: That the University consider the funding of a purpose-designed refurbishment and relocation of the Ngunnawal Centre spaces to better locate the Ngunnawal Centre with other student services and within the heart of the university landscape so that the Ngunnawal Centre is an integral part of a student hub.**

**Current staffing**

The role of Director is currently a Level D academic with management responsibilities as well as the role of consulting with and providing leadership to Faculties and central areas. This person has also been responsible for convening and teaching in Indigenous Studies Major units, a very diverse and busy portfolio, especially when the research expectations for academic staff are considered as well.

As mentioned above, there have been underspends of government funding in the last two years, including an underspend of ITAS tutoring funds, suggesting that the UC4 position would be better reclassified to a UC5 or UC6 to better take account of the required planning and monitoring functions. The way in which the current UC6 must now operate sees the staff member divided between ITAS coordination, recruiting for and administering the Foundation Program, and providing everyday
and ongoing support for Aboriginal and Torres Strait Islander students in the Ngunnawal Centre.

The position of Director is currently an academic with management responsibilities as well as the role of consulting with and providing leadership to Faculties and central areas. This person has also been responsible for convening and teaching in Indigenous Studies Major units, a very diverse and busy portfolio, especially when the research expectations for academic staff are considered as well.

The panel feels strongly that this structure cannot support the functions of the Ngunnawal Centre as they are now, and that a new structure would be required if the recommendations of this review are accepted.

Possible structural models

In order to conceptualize the ways in which the Ngunnawal Centre’s composition and functions might be restructured, the panel investigated the range of models of IEUs in operation across the sector in Australia. These fall broadly into the three types. They are:

- **Devolved model** (similar to the University of Sydney model): This model sees faculties responsible for: academic support of Indigenous students; Indigenous Australian studies teaching; embedding Indigenous epistemologies in curricula; recruiting Indigenous staff and supporting and developing them; and supporting Indigenous Australian researchers and promoting research that supports Aboriginal and Torres Strait Islander communities and issues. Under this model an IEU is responsible for providing intellectual and policy leadership across the university on all matters relating to Indigenous Australian education, research and cultural matters.

- **Mixed Model** (similar to the CSU model): The CSU model is more diverse, whereby the IEU provides student recruitment, pastoral and academic (ITAS) support whilst the Centre for Indigenous Studies at CSU is primarily academic, developing curriculum and delivery as a school and providing advice across the whole of CSU on design and delivery of both discipline specific and hybrid subjects/courses. A Ngunnawal Centre with many responsibilities including providing pathways into university, supporting HDR students, pastoral care for Indigenous Students, identifying community needs for professionals and working with faculties to make courses available. Faculties are responsible for teaching and learning and specific student support.

- **Integrated service model** (similar to University of Newcastle model): The IEU is responsible for teaching and research, support and engagement and is staffed to do all of these functions.

The panel envisaged a fourth potential model: the **Capital Region model**. In this model the six higher education providers operating within the ACT (CSU, ACU, UNSW, CIT, ANU and UC) or a subset of the six could join together to collaborate on enabling pathways, articulations, student support, representation on advisory board and committees, and so on.

Given UC’s size, and the Behrendt Report recommendations about whole of University approaches, the panel believes that the **devolved** model is most
appropriate for UC and suggested structure and operations using this model are dealt with in the next subsection.

The *mixed* model would require a relatively large injection of staff resources at the Ngunnawal Centre level when development of Indigenous education and research capabilities at faculty level should likely take priority for resources at this stage. The *Integrated* model would require an even larger investment of resources and it is doubtful whether resourcing this model can be justified at present in a university the size of UC.

The *Capital Region* model, although devised by the panel, was found to be high risk in terms of the degree of inter-institutional cooperation required to make it effective. While there may have been some economies to be made from sharing resources such as student support services, these could very easily be outweighed by the increased resources required for coordination. Additionally, students at CIT and UC will no doubt have some needs in common, but they also have divergent needs. However the panel wishes to strongly emphasize the potential for a greatly increased number of Indigenous students articulating between CIT and UC and makes recommendations around this in the following section. With regard to Indigenous HDR students, the panel sees great benefit in exploring joint research training strategies with other universities to ensure that, as UC grows its Indigenous HDR student and staff numbers, there is a vibrant support and development environment available for them.

A representation of this model and where the various functions currently performed by the Ngunnawal Centre would sit is as follows:
It should be noted that the panel has left open the recommendation regarding the type of position for the director: either academic level 10-12, or an Associate Professor.

The UC currently employs a Ngunnawal Elder. Participation by Elders in the educational, research and cultural life of the university plays a pivotal role in maintaining relationships with the Indigenous community and in particular the local Ngunnawal community and elders council. Moreover, Elders provide cultural leadership to both students and staff across the campus.

Recommendation 3: **That the University establish an Elder-in-residence Program with consideration of the aims of the UC Reconciliation Action Plan.**

Recommendation 4: **That the University adopt a revised, devolved structure as its preferred model.**

*Future directions, and plans and strategies for development and improvement and Resources needed for effective achievement of University goals for Indigenous education, research and staffing*

**Education**
Each faculty must ensure that students in their courses are exposed to Indigenous knowledge in a discipline specific context for each of their students. They will be informed by and consult with the Ngunnawal Centre. The Behrendt Report recommends Indigenous teaching and learning plans\(^\text{iv}\) be developed. The panel suggests that this matter could be considered by establishing an Aboriginal and Torres Strait Islander Education working party to report to University Education Committee and this should include the Director of the Ngunnawal Centre. The Course Advisory Groups that meet regularly to review the suitability of courses should, wherever possible, include an Aboriginal and Torres Strait Islander representative qualified to comment on the embedding of Indigenous Australian perspectives within the curriculum.

**Recommendation 5: Establish an Indigenous Education working party charged with monitoring, making recommendations on, and reporting to University Education Committee on the embedding of Aboriginal and Torres Strait Islander knowledge in curricula.**

In the change of functions proposed for the Ngunnawal Centre, teaching of the Indigenous Australian Studies elective minor/major will cease to be the responsibility of the Ngunnawal Centre and this move has support from previous Directors of the Ngunnawal Centre. This fits with the recommended preferred model. However the University should not, in the view of the panel, cease offering an Indigenous Australian Studies elective major or minor.

**Recommendation 6: That the University require each faculty to contribute at least one specially developed unit to an elective major, the intellectual framework for the major to be collaboratively developed between faculties and the Ngunnawal Centre.**

\(^{iv}\) See recommendation 18 of the Behrendt Report, p.xxii
The Foundation program needs improvement as evidenced by the low retention rate and a range of complaints over a long period of time. Staff members have worked hard to improve the program and those improvements are starting to achieve results, but further work is needed. There is a strong argument in favour of offering a Foundation Program designed for Aboriginal and Torres Strait Islander students through UCC which has well developed expertise in such pathway programs. The Ngunnawal Centre could be involved in the design and would provide pastoral care for the Foundation students in collaboration with SEASU.

**Recommendation 7:** That the Ngunnawal Centre work closely with the University of Canberra College to further develop and teach the foundation pathway program for Aboriginal and Torres Strait Islander students, with pastoral care for the students provided by the SEASU in collaboration with the Ngunnawal Centre.

With 170 undergraduate students and very small numbers of HDR students, there is a need to greatly improve recruitment and this is foreshadowed in the new Reconciliation Action Plan. Further, the retention rate for Aboriginal and Torres Strait Islander students is lower than for students overall. All student support services need to better coordinate to encourage stronger retention rates. Additionally, and as mentioned above, there is great potential for increased articulations between CIT and UC. Timely provision of appropriately skilled ITAS tutors is a vital plank in a retention strategy and in the preferred model, the Ngunnawal Centre retains control over ITAS payments, but Faculties in collaboration with Ngunnawal staff are responsible for prompt identification and provision of tutors to students studying subjects within their faculty.

**Recommendation 8:** That mechanisms be developed to ensure effective partnerships and genuine collaboration be cemented between the various student support areas and the Ngunnawal Centre to encourage Aboriginal and Torres Strait Islander students’ engagement with learning and teaching programs.

**Recommendation 9:** That the role of the Aboriginal and Torres Strait Islander identified recruitment officer be redesigned to include responsibility for Indigenous outreach more broadly.

**Recommendation 10:** That faculties are responsible for prompt identification and provision of ITAS tutors to students studying subjects within their faculty, with the Ngunnawal Centre retaining responsibility and authority for dispersal of ITAS funding and assist in selecting and training tutors.

**Recommendation 11:** That UC and CIT IEU’s develop an articulation strategy to promote articulation of CIT students into UC degrees. UC should seek to be actively represented in the CIT IEU and *vice versa.*

**Research**

The University needs to significantly increase its number of Aboriginal and Torres Strait HDR students. Depending on whether the University chooses to have an
academic or non-academic director, the director may play a role in supervising some HDR students. One way of increasing HDR numbers is by offering 0.5 FTE Indigenous Teaching Fellowships to Aboriginal or Torres Strait Islander HDR students to assist not only with income support but also to provide them with experience which will assist them to eventually gain continuing academic positions. Additionally Faculties could join with the Office of the Deputy Vice-Chancellor (Research) to offer Indigenous PhD Scholarships.

The panel was not able to assess the university's performance in regard to those FOR codes identified as pertaining to Indigenous issues as this data is not kept either centrally or in faculties. This makes it impossible to gauge how well the university is performing in this regard.

**Recommendation 12:** That the University investigate the establishment of Indigenous Teaching Fellowships at 0.5 of fulltime, one per faculty.

**Recommendation 13:** That the University investigate establishing Aboriginal and Torres Strait Islander PhD Scholarships to be offered each year with allowances at least equal to the APA rate. These would not preclude the holder from concurrently occupying a Teaching Fellowship.

**Recommendation 14:** That UC investigate the possibility of undertaking collaborative activities for Indigenous HDR students with other universities in the local region to enhance the students' research capacity and sense of belonging to an Indigenous HDR cohort.

**Recommendation 15:** That UC Research Office investigate ways to record research activity and publications by Indigenous FOR codes to allow UC to assess its performance in research of Indigenous cultures and knowledge.