

# Indigenous Student Success Program

## 2019 Performance Report

<b>Organisation</b>	University of Canberra		
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### 1. Enrolments (Access)

#### Ngunnawal Centre

The Ngunnawal Centre played a key role in supporting Aboriginal and Torres Strait Islander students to provide individual tailored support in collaboration with faculties and the broader university support services.

- To provide a supportive entry into university life, the Centre contacted all Aboriginal and Torres Strait Islander students who accepted their offers to personally welcome them to the University and to invite them to attend the Ngunnawal Centre activities held during Orientation Week.
- The Ngunnawal Centre Champion (Gurumbul) Program was created in 2019. This program targets current Aboriginal and Torres Strait Islander students to participate and promote the Ngunnawal Centre at organised events. The Gurumbul Champions received the relevant training to be a positive role model and ambassador of the University of Canberra and the Ngunnawal Centre. Their involvement played a crucial part at events such as Orientation Week to provide insight to university life for our new students. In 2019, there were 5 Gurumbul Champions registered for the program.
- The Ngunnawal Centre Tutoring Program was coordinated by a Student Engagement Advisor. This program allows eligible students to receive free tuition with an experienced Tutor in their area of study. In 2019, the program recruited 29 experienced Tutors with 5 identifying as Aboriginal and/or Torres Strait Islander. The Centre was successful in matching students with a suitable tutor. In semester 1, the program had 29 students registered, 4 students during winter term and 27 students in semester 2, 2019.
- In addition to the Tutoring Program, the Ngunnawal Centre engaged the services of Study Skills to provide academic support in the Centre.
  - Study Skills was in the Centre for weekly 2-hour drop-in sessions for the first 6 weeks of semester one and two.
  - Study Skills provided one on one academic support with a focus on building a student's understanding of assessment requirements and confidence in academic skills.
  - The Ngunnawal Centre provided referrals to Study Skills for student's identified by a Tutor in the student assessment form prior to commencing tutoring.

## **Student Recruitment**

The University has developed a dedicated three year Aboriginal and Torres Strait Islander Student Recruitment strategy to meet the student recruitment objectives outlined in the RAP 2018-2020 – to maintain an intake of at least 55 Aboriginal and Torres Strait Islander students each year. However, the strategy's strength lies in its objectives being embedded in the University's broader recruitment plans and activities. Some of the activities already achieved include the participation of Ngunnawal Centre Champions in domestic recruitment events, reserving priority placements in key recruitment programs including the Fast Forward Program (a brand ambassador and career development program for ACT and NSW Year 12 students) and the UC Student Ambassador Program (with paid employment), and the use of the Indigenous treatment in all student recruitment course guides and banners, aimed at both domestic and international students.

## **NAIDOC 2019**

The Widening Participation Team, in collaboration with the Ngunnawal Centre and the Australian Indigenous Mentoring Experience (AIME), attended the 2019 Wreck Bay Aboriginal Community Council NAIDOC Day. The event was held at Wreck Bay Village, near Jervis Bay, and was hosted by the Wreck Bay Aboriginal Community Council to celebrate NAIDOC Week. UC Staff engaged with a range of audiences, including young students, high school year groups and families. The event was open to the public and attracted over 1000 parents, grandparents and children from nearby communities. UC provided slime making, career aspiration board and future goal setting activities, to promote and encourage aspiration for and awareness of higher education pathways.

Student Life's, Widening Participation Team participated in the 'Yass Local Aboriginal Education Consultative Group & The Binit Binit Learning Community 2019 NAIDOC Day'.

The celebration was held on September 17<sup>th</sup> at Joe O'Connor Park, Yass, NSW, and was attended by approximately 1000 community members, including pre and primary school students from 10 schools across the Yass Valley.

The day was based on the 2019 NAIDOC theme, 'Voice, Truth, Treaty', and was opened by a Welcome to Country, smoking ceremony, a dance of welcome and student performances. The University of Canberra stall included Ngunnawal Centre information, a hands-on job card activity, as well as activities that engaged hundreds of young people throughout the day, encouraging them to think about higher education pathways and career opportunities.

## **ACT Indigenous Outreach Program 2019**

The University of Canberra's Widening Participation Team, in collaboration with other internal stakeholders of the University of Canberra (UC), and the ACT Aboriginal and Torres Strait Islander Education Directorate, developed and implemented an Aboriginal and Torres Strait Islander Outreach Program for year 9 & 10 students in the ACT region. The program focussed on higher education opportunities, goal setting, career ambitions and university familiarisation activities, including faculty-led workshops, and personal development, growth, leadership and confidence raising activities, as well as opportunities to experience student life by meeting current students and support staff, faculty academics and students from other schools and colleges. The program was designed to encourage and enable success in Aboriginal and Torres Strait Islander students in their later years of schooling to promote progression and development into higher education.

## **The Smith Family Engagements and Partnership**

September 2019, the Widening Participation Team hosted a campus visit for a small group of high school girls from Mt Austin High School, Wagga Wagga.

The group is part of The Smith Family’s, Girls at the Centre program, which aims to provide “An aspirational program, which through an external evaluation process, has shown to have significant positive impacts on school attendance, life goals and skills and on relationships and engagement with the school and families.”

While on campus the group participated in university aspiration workshops as well as team-building activities with the overall aim of exposing the students to the possibilities that higher education can bring.

### **Paving the Way to University Program – Partnership with The Smith Family**

Providing on-campus engagement, the university familiarisation days are offered in partnership with The Smith Family, which supports students from financially disadvantaged families through their Learning for Life Program. The program days aim to demystify university, showcase courses and facilities that UC has to offer, and highlight to students that university can offer a transformative experience for students from a range of diverse Aboriginal and/or Torres Strait Islander backgrounds, including rural and regional students, first-in-family, and low SES.

**Table 1a - All Aboriginal and Torres Strait Islander Students**

	2018	2019
<b>Student Count</b>	293	308
<b>EFTSL</b>	190	200

**Table 1b - All Aboriginal and Torres Strait Islander Regional and Remote Students**

	2018	2019
<b>Student Count</b>	102	105
<b>EFTSL</b>	67.2	74.38

**Table 1c - Scholarships - breakdown of 2019 payments**

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
<b>Enabling</b>	0	0	0	0	0	0	0	0
<b>Undergraduate</b>	86,556.50	44	81,540	28	14,000	7	182,096.50	79
<b>Post-graduate</b>	0	0	0	0	0	0	0	0
<b>Other</b>	0	0	0	0	0	0	0	0
<b>Total</b>	<b>86,556.50</b>	<b>44</b>	<b>81,540</b>	<b>28</b>	<b>14,000</b>	<b>7</b>	<b>182,096.50</b>	<b>79</b>

## 2. Progression (access and outcomes)

There are two primary Indigenous areas of the university. The Office of the Pro Vice-Chancellor Indigenous and the Ngunnawal Centre.

The Office of the Pro Vice-Chancellor has four primary areas of responsibility. Aboriginal and Torres Strait Islander:

- Education
- Research
- Employment
- Community Engagement

The Office of the PVICI is structured as follows:

Pro Vice-Chancellor Indigenous FTE x 1

Business Manager FTE x 1

Executive Assistant FTE x 0.78

### **Ngunnawal Centre**

In 2019, the structure of the Ngunnawal Centre team was:

Director (Dual Role with PVICI)

Centre Manager FTE x 1

Student Engagement Advisors FTE x 2

Elder in Residence FTE x 0.6

Administration Officer FTE x 1

The primary focus of the Ngunnawal Centre is to increase the success of Aboriginal and Torres Strait Islander students.

To improve the student experience and improve the retention past census date, the Ngunnawal Centre implemented the following activities and programs.

<b>Orientation Week Welcome</b>	The Ngunnawal Centre requested admissions data leading up to Orientation Week. Using this data, the team contacted commencing students to a welcome session for all new students to introduce our partner services, faculty contacts and current students.
<b>Pre-census check in</b>	Prior to census, all students received a check in email to remind them about the programs and services offered by the Centre.
<b>Enrolment</b>	Post census the Centre requested data to confirm student enrolment details. Students received a reminder email to enrol in

	the Ngunnawal Centre Tutoring Program including other academic programs offered by the broader university.
<b>Student Support – post census check up</b>	The team requested student progress data from the two previous semesters. This data is collated, and a traffic light approach is applied to identify those students ‘at risk of failing’ i.e. continuing students with a fail or incomplete result in one or more units.
<b>Student Support – ongoing</b>	Based on the outcome of the traffic light report, student progress was monitored using the student management system (Callista) and the client relationship system (CRM). The team also liaised with key support staff in the faculties to provide culturally appropriate and holistic support to students.
<b>Student Engagement</b>	The Centre held several events over the year to promote a sense of community in our student cohort and to create a culturally safe space at UC. Events included: Fortnightly Semester BBQ and SRC Welcome for Ngunnawal Student Representative.
<b>Faculty Engagement</b>	The team met with the Executive Dean in all faculties to provide an overview of their Aboriginal and Torres Strait Islander student cohort. The aim of this engagement was to raise the profile of the Centre, its programs, services and how to support our students achieve academic success.
<b>Internships Opportunities</b>	Staff promoted intern opportunities via email and social media for employment and internships to develop transferable skills, this included internships through CareerTrackers, government agencies and within the corporate sector.
<b>End of Year Celebration</b>	Each year we host an event to acknowledge and celebrate the accomplishments for all Aboriginal and Torres Strait Islander students throughout the academic year.

### **CareerTrackers Partnership**

CareerTrackers is a national non-profit social enterprise with the goal of creating pathways and support systems for Indigenous students to graduate from university with high marks, industry experience and bright professional futures.

CareerTrackers links Indigenous university students with employers for paid, multi-year internships. Each student completes internships in university breaks with their employer, matched to their career aspirations and university degrees.

CareerTrackers provides world-class training and support to students throughout their academic career. Students are connected to the largest network of emerging Aboriginal and Torres Strait Islander professionals in Australia. By the end of 2020 more than 1000 CareerTrackers Alumni will be in the workforce, changing the face of corporate Australia as well as their communities. 95% of Alumni are in full-time employment within three months of graduating. The total number of University of Canberra interns in 2019/2020 is 19, with a total of 8 University of Canberra alumni.

## **UCthrive**

UCthrive is UC's overarching student transition and success program, designed to support the successful transition-in of students new to UC and works to improve the retention and success of current UC students through the following initiatives:

### **UC Student Mentor Program (UCSM)**

The UC Student Mentor Program (UCSM) involves current UC students being role models, university guides and mentors for commencing university students for the duration of their first semester. The UC Student Mentor Program works to ensure that the student experience is comprehensive, integrated, and coordinated through a whole of institution strengths-based approach.

The UCSM program requires specific skills and training to ensure mentors can be utilized fully and have the most impact. Mentors undergo a rigorous recruitment process followed by comprehensive training program and ongoing professional development and support.

Personalised support includes targeted support and assistance to Aboriginal and Torres Strait Islander students, and the development and facilitation of specific Indigenous focus mentoring.

The UCSM program was a pilot initiative that provided the opportunity for review and recommendations at the end of S2 2019. It is envisaged that the UC Student Mentor Program will become a larger, embedded and more comprehensive program that will support, enable and connect students throughout their whole student lifecycle.

### **Student Lifecycle:**

- **Transition in**
  - Student Mentee matched to UC Student Mentor
- **Participation & Student Experience**
  - UC Student Mentor supporting commencing students
  - Matched with Alumni Mentor
- **Graduate Outcomes**
  - Alumni Mentor matched with UC Student Mentor

The success of the program in 2019 has established this program as a core transition and retention initiative at UC.

The UC Student Mentor Program works to ensure that the student experience is comprehensive, integrated, and coordinated through a whole of institution strengths-based approach. The structured and coordinated approach has contributed to the success of the program.

### **Support Pop-UP events**

Pop-up activities are an effective, engaging and interactive way to reach a large number of students. They serve to provide a check in with students, raise awareness of services available and how to access support, improve student experience on campus by having a strong support presence and capture student feedback about their engagement with support services and their overall experience.

### **UCthrive SUPPORT POP UPS**

Support Pop Up support sessions were delivered weekly at a central location on campus – including the concourse, in the library and in the refectory airlock, to provide students with additional and specific support information, advice and guidance. Staff from UC Student Support

Services were available for students to answer queries, connect students with relevant support programs and provide a general health and wellbeing check-in.

Each week's pop up had a specific theme or focus which aligned with other events and activities including Mental Health Week, Harmony Day and Stress Less Week. Free healthy snacks were provided as well as information relevant to the stage of the semester – I.e. Exam Prep Booklet.

A feedback form was trialled, and later replaced with a voting jar and suggestions system. This voting system prompted students to answer the question 'Do you feel supported at UC?' by placing a lolly in a 'yes' or 'no' jar. Students were also encouraged to provide any feedback or suggestions they had. There was a high response rate to 'yes' for this question. This feedback system saw a high level of engagement and provided valuable suggestions and feedback from a variety of students.

- Other pop up activities delivered:
- Winter check in Morning Tea in the library
- Soup n Support
- Mature Age Coffee Catch Up

## **Transition Support**

### **UC College Transition Support**

A Support Pop Up support session was delivered within UC College at the end of each semester to provide students who are transitioning to UC with additional and specific support information, advice and guidance. Staff from UC Student Mentor Program and Support Services were available for students to answer queries, connect students with relevant support programs and provide a general health and wellbeing check-in.

### **Orientation activities**

UCthrive team worked closely with Student Connect to develop and deliver targeted support for commencing students. This included targeted and specific communications to students in the lead up to O Week and a series of welcome sessions in O Week.

Target groups include:

- Students who identify as Aboriginal and/or Torres Strait Islander
- Students with a disability
- Students from remote, regional and rural backgrounds
- Non ATAR students (non-traditional pathway)
- UC College students

Students received specific and relevant support information prior to and during the first few weeks of commencing at UC.

The UC Student Mentor team staffed the information zone throughout O Week in S2. This received so much positive feedback from UC staff, commencing students and continuing students. The Mentors were positive, helpful, friendly and the perfect first point of contact for new students.

**Outcomes:**

- Students have a more positive student experience
- Students access support services early in Semester
- Up to 5 contact points provided between 4 weeks pre and Week 4 between support service and target student, including
  - Emails
  - SMS
  - Face-to-face (workshops, welcome sessions etc)

Students at a higher risk of withdrawing were supported throughout their entire transition process on an individual level.

Targeted communications and Orientation Sessions has been developed as a core component of UC's Orientation Week Programming for 2020 and beyond. For future activities there will be further collaboration between support teams and faculties to ensure that activities are well promoted, complementary and relevant to the student cohorts.

**Table 2a Tutorial assistance provided in 2019**

Level of study	Number of students assisted	Total hours of assistance	Expenditure (\$)
Enabling	0	0	
Undergraduate	60	1,076	
Post graduate	N/A	N/A	
<b>Total</b>	<b>60</b>	<b>1,076</b>	<b>109,304.39</b>

Salary Costs associated with the running the tutoring program were approximately \$47,800.

**Table 2b Indigenous Support Activities provided in 2019**

Activity	Number of student participants	Expenditure (\$)
Orientation Week Welcome (1 & 2) <ul style="list-style-type: none"> <li>• Welcome and introduction session for commencing students during Orientation Week.</li> </ul>	12	1,184.57
End of Year Celebration	15	1,147.72



<ul style="list-style-type: none"> <li>Annual event held on campus to acknowledge the accomplishments for all Aboriginal and Torres Strait Islander students.</li> </ul>		
<p>Student Success Awards</p> <ul style="list-style-type: none"> <li>Awards provided to current students to acknowledge their outstanding academic achievements and contribution to the UC community: <ol style="list-style-type: none"> <li>Encouragement Award</li> <li>Academic Performance Award <ul style="list-style-type: none"> <li>First Year</li> <li>Second Year</li> <li>Third Year</li> <li>Fourth Year</li> <li>Postgraduate (by Coursework)</li> </ul> </li> <li>Deans Award</li> <li>UC Community Award</li> </ol> </li> </ul>	8	1,943.55
<p>Fortnightly Semester BBQ (1 &amp; 2)</p> <ul style="list-style-type: none"> <li>Fortnightly event to promote a sense of community in our student cohort and to create a culturally safe space at UC.</li> </ul>	82	800.06
<p>SRC Welcome</p> <ul style="list-style-type: none"> <li>Welcome lunch to the newly elected Aboriginal Student Representative Council member for the Ngunnawal Centre.</li> </ul>	6	184.17
<p>Ngunnawal Centre Champion Program</p> <ul style="list-style-type: none"> <li>This program targets current Aboriginal and Torres Strait Islander students to participate and promote the Ngunnawal Centre at organised events.</li> </ul>	5	2,249.23

<p>Year 12 Dinner Celebration</p> <ul style="list-style-type: none"> <li>• This annual event is held at the University of Canberra (UC) to celebrate Aboriginal and Torres Strait Islander students who completed their Year 12 Certificate from ACT and surrounds.</li> <li>• With over 150 guests in attendance, the participants included students from 16 High Schools/Colleges, ACT Education Directorate Staff, UC Executive and Staff.</li> <li>• The event was organised by the Ngunnawal Centre, however the event night was led by our current UC Aboriginal and Torres Strait Islander students enrolled in the Ngunnawal Centre Champion program.</li> <li>• Students from Years 10 – 12 along with their families were invited to mark this aspirational occasion and to provide exposure to the University student experience.</li> </ul>	72	15,198.94
<p>Graduation Packages (Semester 1 &amp; 2)</p> <ul style="list-style-type: none"> <li>• To increase the number of students attending their graduation ceremony, the Ngunnawal Centre provided a graduation package which included: <ol style="list-style-type: none"> <li>1. Gown hire and trencher</li> <li>2. Portrait sitting and digital copy</li> </ol> </li> </ul>	35	5,718.45
<p>Accommodation and Student Support</p> <ul style="list-style-type: none"> <li>• Accommodation and living expenses provided to students experiencing accommodation crisis.</li> </ul>	5	3,815.41

### 3. Completions (outcomes)

The Ngunnawal Centre worked closely with UC Careers to develop more structured careers pathways for Aboriginal and Torres Strait Islander Students. The outcomes of this program were successful and in 2020 UC appointed an Indigenous Student Employment Advisor. Positioned within the Careers UC team, and working closely with the Ngunnawal Centre and the faculties, the aim of this role will be to connect UC's indigenous students with graduate employers. Using a reverse recruitment model, we aim to identify the Career goals of indigenous students, build their career development capabilities, and market them to prospective employers in both the indigenous internship and graduate recruitment space. It is hoped that this collaborative position, unique in the sector, will enable us to build our employer engagement with employers seeking indigenous candidates and capitalise on the many private and public sector opportunities that are available to indigenous students.

## Aboriginal and Torres Strait Islander Student Completions

	2018	2019
Aboriginal and Torres Strait Islander Student Completions	38	35
Aboriginal and Torres Strait Islander Student Success Rate	75.04	78.35

To celebrate the student success of Aboriginal and Torres Strait Islander students, the Ngunnawal Centre implemented the following activities and programs.

End of Year Celebration	Annual event held on campus to acknowledge the accomplishments for all Aboriginal and Torres Strait Islander students.
Graduation Ceremonies (Semester 1 & 2)	<ul style="list-style-type: none"> <li>• Call all our graduates and congratulate them on their success.</li> <li>• Assist with the registration process for their graduation ceremony.</li> <li>• Attend all graduation ceremonies to support our students through the graduation process.</li> </ul>
Graduation Packages (Semester 1 & 2)	<p>To increase the number of students attending their graduation ceremony, the Ngunnawal Centre provided a graduation package which included:</p> <ol style="list-style-type: none"> <li>1. Gown hire and trencher</li> <li>2. Portrait sitting and digital copy</li> </ol>
Alumni	Participated in the Year 12 Dinner Celebration as guest speakers.

## 4. Regional and Remote Students

### RRR Student Transition Support

- Week and Week, S1 & S2
- To support UC students from Remote, Regional and Rural areas across Australia, a series of transition support activities were delivered in a relaxed setting throughout the first 2 weeks of each semester. Students were invited to attend lunchtime events to connect with Widening Participation staff (including Aspiration Agents), other students, find out about extra-curricular activities and academic and health & wellbeing support networks.
- KPIs:
  - Improved student experience for students for RRR backgrounds
  - Building sense of place and community

- Improved retention outcomes of students from vulnerable backgrounds
- Streamline referral process and access for student to relevant support services
- Address feelings of isolation and homesickness

Outcomes achieved included:

- These activities created a sense of community and support for students who may be isolated from family and other personal support networks.
- Students had early engagement with support services and increased awareness of where to seek support
- Built connection between WP team and RRR students
- Up to 30 students attended Welcome Lunch events in each semester

**Table 4 Scholarship data for remote and regional students**

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2018 Payments	48,922	30	85,792.50	30	14,000	7	148,714.50	67
B. 2019 Offers	50,265	28	81,540	28	10,000	5	141,805	61
C. Percentage (C=B/A*100)	102.74	93.33	94.84	93.33	71.42	71.42	95.35	91
<b>2019 Payments</b>	<b>50,265</b>	<b>28</b>	<b>81,540</b>	<b>28</b>	<b>10,000</b>	<b>5</b>	<b>141,805</b>	<b>61</b>

## 5. Working with Vulnerable People Requirement

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

## 6. Eligibility requirements

### 6.1 Indigenous Education Strategy

The approved UC Aboriginal and Torres Strait Islander Strategic Plan 2017-2021 provides a comprehensive framework for a university-wide approach for the key areas affecting Indigenous education, including student access, participation, retention and success, human resources, teaching and learning, Indigenous research, community engagement and governance. The University of

Canberra is committed to implementing a whole-of-institution approach to Indigenous Australian education, research, employment and engagement founded upon the principles of cultural competence, social justice and reconciliation.

The UC Aboriginal and Torres Strait Islander Strategic Plan aligns with the UC Reconciliation Action Plan 2018-2020, the University's Enterprise Agreement and the University of Canberra Aboriginal and Torres Strait Islander Employment Strategy - all of which promote increased participation of Aboriginal and Torres Strait Islander peoples in both academic and professional employment capacities. Furthermore, the University's Aboriginal and Torres Strait Islander strategies align with key existing priorities from significant Commonwealth policies and the Universities Australia Indigenous Strategy 2017 - 2020. As of December 2019, 75 per cent of RAP actions is complete or in progress. UC aims to make considerable overall progress on all objectives by the end of 2020. The University of Canberra's Reconciliation Action Plan (RAP) 2018-2020 can be located online <https://www.canberra.edu.au/about-uc/office-of-aboriginal-and-torres-strait-islander-leadership-and-strategy/reconciliation/documents/UC-RAP-2018-20.pdf>. The RAP details the integrated approach, measurable targets and timeline for:

- Increasing the number of Indigenous students enrolling, progressing and completing courses leading to higher education rewards.
- The advancement of reconciliation, and to the building of just prosperous and sustainable communities which are respectful of their Aboriginal and Torres Strait Islander Heritage.
- Including activities for students and employees that promote cultural competency in Indigenous Australian cultures, traditions and histories and the diversity of circumstances of Indigenous people in Australia.

UC embarked on the development of a comprehensive Indigenisation strategy in 2019 and final approvals expected by the end of 2020. The Indigenisation Framework will guide UC in terms of Curriculum, our cultural integrity and the built environment. At its core is a desire to add Ngunnawal Culture into almost everything that we do at the university. That is a significant milestone for both UC and the future of higher education in Australia. Others will follow as the merit and strength of including your local Aboriginal cultural heritage is proven.

UC Established the Indigenous Student Completion Taskforce in 2018 and this is an ongoing committee with a focus on Indigenous Student Completion in 2019 this committee completed the following:

- Prepare research project parameters and timeline, including developing an expression of interest for the Research Project Leader and subsequent recruitment activities.
- Development and implementation of an Aboriginal and Torres Strait Islander Student Recruitment Strategy.
- Development of the Indigenising the Curriculum Framework.
- Internal high-level unit audit to determine the number of units, and courses that include Aboriginal and Torres Strait Islander perspectives and pedagogies.
- Development of a position description and subsequent recruitment activities, to employ a staff member to support Aboriginal and Torres Strait Islander student's access work integrated learning.
- Development of a mentoring program to support Aboriginal and Torres Strait Islander students. Mentoring support for Aboriginal and Torres Strait Islander students was embedded into the UC Student Mentor Program
- Mapping of Aboriginal and Torres Strait Islander ways of knowing against the Graduate Attributes.

- Development of the new Indigenous Graduate Attribute.

In 2019 progress was made on the Indigenous graduate attribute and with the following approved in early 2020.

**UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing.** UC graduates can:

<https://www.canberra.edu.au/Policies/PolicyProcedure/Index/526>

1. use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline;
2. communicate and engage with Indigenous Australians in ethical and culturally respectful ways;
3. apply their knowledge to working with Indigenous Australians in socially just ways.

In UC's course policy 3.19 states:

<https://www.canberra.edu.au/Policies/PolicyProcedure/Index/465>

UC courses are designed to acknowledge Indigenous perspectives and embed Indigenous content, ways of knowing and ways of learning in the curriculum, with a focussed approach to Aboriginal and Torres Strait Islander perspectives.

As at September 2019 the number of units of study containing Aboriginal and Torres Strait Islander content are:

Percentage of UG & PG units that incorporate significant Aboriginal and Torres Strait Islander peoples content	3.2%
Percentage of UG courses with units that incorporate Aboriginal and Torres Strait Islander peoples content	43%
Percentage of PG courses with units that incorporate Aboriginal and Torres Strait Islander peoples content	10%

## 6.2 Indigenous Workforce Strategy

The University of Canberra has several publicly available documents that articulate the University's employment aspirations and development support to improve the attraction, recruitment and retention of Aboriginal and Torres Strait Islander Peoples, including the University of Canberra Aboriginal and Torres Strait Islander Employment Strategy, revised in December 2019, which articulates the objectives:

Increasing to 3% of the UC continuing and fixed term workforce identifying as Aboriginal or Torres Strait Islander by December 2020;

Engage with existing Aboriginal and Torres Strait Islander staff to review and update current Aboriginal and Torres Strait Islander employment and retention strategies, including professional development;

Provide career development opportunities for Aboriginal and Torres Strait Islander employees (including mentoring and individualised staff learning and development plans); and

Identify and establish 10 new mentor and mentee relationships in 2019 and 2020.

View the Aboriginal and Torres Strait Islander Employment Strategy

<https://www.canberra.edu.au/about-uc/equity-diversity/related-documents2/Aboriginal-and-Torres-Strait-Islander-Employment-Strategy-2019.pdf>

## **Implementation and evaluation of workforce strategy**

The University's Governance arrangements for Aboriginal and Torres Strait Islander employment and development includes a small number of groups to oversee the implementation, progress, review and renewal of the Strategies outlined above.

### **Aboriginal and Torres Strait Islander Advisory Group**

This Advisory Group provides advice to the University on reconciliation issues and community engagement for the local and regional areas, encompassing all domestic campuses. -

<https://www.canberra.edu.au/about-uc/governance/other-committees/advisory/aboriginal-and-torres-strait-islander-advisory-group>

### **Reconciliation Action Plan Implementation Committee**

The Reconciliation Action Plan Implementation Committee (RAPIC) oversees the implementation, review and update of the University's Reconciliation Action Plan (RAP) and monitors the effectiveness of the actions in the RAP.

### **Aboriginal and Torres Strait Islander Employment Advisory Committee**

The Aboriginal and Torres Strait Islander Employment Advisory Sub-Committee was formed under the University of Canberra Enterprise Agreement to advise and assist the University on Aboriginal and Torres Strait Islander employment. - <https://www.canberra.edu.au/about-uc/governance/other-committees/other-committees/aboriginal-and-torres-strait-islander-employment-advisory-committee>

## **People & Diversity**

The University's People and Diversity (P&D) portfolio monitor UC's Indigenous employment targets and reports this data to the University Executive Committee and the Aboriginal and Torres Strait Islander Employment Advisory Committee. Data is measured against set targets as part of its monthly workforce profile reporting. Strategies and initiatives are actively discussed and assigned as actions following Advisory Committee meetings.

## **Professional and Career Development**

People and Diversity are continuing with delivery of the Aboriginal and Torres Strait Islander Cultural Awareness Workshops, as part of the Aboriginal and Torres Strait Islander Employment Strategy. The workshops are both timed to coincide with orientation sessions for new staff, and run as standalone sessions. Eight workshops were conducted in 2019. All new staff are being captured in orientation, and spare seats in orientation sessions are being offered to those who have not completed in the past.

As part of the University’s Reconciliation Action Plan 2018-2020, the University has committed to ensuring all Senior staff attend Cultural Awareness training by September 2020. Currently, 84% of senior staff have participated in this training. The aim is for all employees to have completed cultural awareness training by 2021.

Alongside the roll-out of cultural competency training for all staff, the professional development calendar was reviewed and redesigned in 2019, with one focus area being the expansion of professional and career development for Aboriginal and Torres Strait Islander staff, including more tailored development planning and mentoring. This activity currently rests with managers to implement as part of regular Performance Agreement discussions.

### Employment Aboriginal or Torres Strait Islander persons in senior leadership roles

Chancellor, Professor Tom Calma AO, and  
Pro Vice Chancellor, Indigenous, Professor Peter Radoll

### Plans to progress towards 3% Indigenous workforce target

- Implementation of the Aboriginal and Torres Strait Islander employment strategy sits with Deans, Directors and executive staff who set local targets, with progress regularly reported in both monthly workforce profile reports and quarterly reports.
- P&D maintains an Aboriginal and Torres Strait Islander talent eligibility list to support hiring managers with potential candidates who have been found appointable but who were unsuccessful in their original application.
- Ongoing marketing is delivered to raise the profile of the University as a potential employer for prospective Aboriginal and Torres Strait Islander employees
- Ongoing engagement with hiring managers to support the objectives in the employment strategy

**Table 6.2 Indigenous workforce data (2019 breakdown)**

Level/position	Permanent		Casual and contract	
	Academic	Non-academic	Academic	Non-academic
Level A			2	
Assistant Professor	2			
Level B			2	
Level D	1		1	
Level E	1			
Sessional			6	
UC1				7
UC2				1
UC3				1
UC 4				2
UC5		1		1



UC6		2		4
UC8		2		7
UC10		1		
SM1	1			
Chancellor				1

### 6.3 Indigenous Governance Mechanism

In accordance with section 11 of the ISSP guides UC's Indigenous governance mechanism is an Indigenous majority committee with the following positions. This committee oversees and monitors one hundred per cent of the ISSP funding.

Peter Radoll	<i>Chair, ISSP &amp; Pro Vice-Chancellor, Indigenous</i>	4 years
Anthea Mahoney	<i>Centre Manager, Ngunnawal Centre</i>	4 years
Roslyn Brown	<i>Elder in Residence, Ngunnawal Centre</i>	3 years
Scott Pearsall	<i>Dean of Students and Director of Student Life</i>	7 years
Laurie Poretti	<i>Manager, Widening Participation</i>	11 years
Kiesha Preston	<i>Student Representative Council (SRC), Ngunnawal Centre</i>	1 year
Tegan Curtis	<i>Secretary, ISSP Committee &amp; Administration Officer, Ngunnawal Centre</i>	3 years

The UC ISSP Committee is scheduled to meet at least three times per year and can meet on an adhoc basis as the need arises. The main items on the agenda are staffing, success strategy, scholarships and student feedback and input.

The Office of Aboriginal and Torres Strait Islander Leadership and Strategy; and the Indigenous Advisory Group continue to be the peak Aboriginal and Torres Strait Islander education, employment, research and community engagement cultural advisory bodies to the University of Canberra.

The University of Canberra recognises the importance of Aboriginal and Torres Strait Islander people's involvement in the high-level decision-making of the University. Opportunities for Aboriginal and Torres Strait Islander peoples to participate in the governance and management of the University in 2018 included representation on the:

- University of Canberra Council
- Reconciliation Action Plan Implementation Committee
- Collaborative Indigenous Research Initiative
- University of Canberra Academic Board
- Aboriginal and Torres Strait Islander Employment Advisory Committee
- Aboriginal and Torres Strait Islander Advisory Group
- University of Canberra Students' Representative Council
- University of Canberra Collective Leadership Group
- University Admissions Committee
- University Advisory Research Committee

In addition to these appointments, Indigenous staff and students at the University participate in meetings with state and national bodies which involve them in educational decision-making:

- Australian Indigenous Leadership Centre
- National PVC Indigenous Committee
- National Aboriginal and Torres Strait Islander Higher Education Consortium

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

The UC ISSP Committee as the Aboriginal and Torres Strait Islander Governance Mechanism for the expenditure and monitoring of the Commonwealth ISSP Grant at the University of Canberra. The continued collaborative approach and activities undertaken within the Office of Aboriginal and Torres Strait Islander Leadership and Strategy and the wider University community have demonstrated successful outcomes. Particularly in the participation, retention and success of its Aboriginal and Torres Strait Islander students over the past year and provided opportunities which will improve health, lifestyle and career progression for graduates, their families and communities.

The details reflected in the financial acquittal form and the accompanying pages – represent a complete, accurate and correct summary of the transactions that took place during the funding year under the Indigenous Student Success Program (ISSP).



Professor Peter Radoll  
Pro Vice-Chancellor Indigenous  
University of Canberra

9 / 6 / 2020