

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Performance Report

Organisation

University of Canberra

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1. Enrolments (Access)

The University of Canberra aims to increase the access and participation rates of people from low socioeconomic (SES) backgrounds, Aboriginal and Torres Strait Islander peoples and people from rural and regional areas. The University of Canberra, Ngunnawal Centre employs two Student Engagement Officers who provide pastoral care and support to all Aboriginal and Torres Strait Islander students. One on one support is also offered to students in coordination with a range of student support services across campus as required. The Ngunnawal Centre also coordinates the Indigenous tutorial program and other academic programs such as Study Skills, where needed.

- A Student Success Advisor connected to Study Skills provides additional academic assistance to Aboriginal and Torres Strait Islander students, including:
- Weekly 2-hour drop-in sessions and bookable individual consultations (at limited times).
- One-on-one academic support focusing on building student's understanding and confidence in academic skills.

The ISSP funds all Ngunnawal Centre staff and operations, including the tutorial program, and The ISSP funds all Ngunnawal Centre staff and operations, including the tutorial program, and student enrichment activities including:

- 3 x full-time positions
- 1 x part-time position
- 28 x casual staff (1 x administration support and 27 x tutors)

Throughout 2018, the University built interest in, and capability of people from traditionally underrepresented backgrounds for university study through the provision of the Aspire UC outreach program in schools and communities across the capital region and south-eastern NSW. Aspire UC includes a range of online, in-school and campus-based initiatives.

Aspire UC Professional Learning Forum

The Aspire UC Professional Learning Forum was delivered in collaboration with the Faculty of Education and was aimed to support the professional learning of teachers. By supporting the professional learning of teachers and celebrating their achievements, UC continues to support the post-school opportunities of students from a range of disadvantaged backgrounds.

Schools in the Aspire UC Schools network can face a series of challenges in supporting students from a range of backgrounds. Specifically, schools that are in low socio-economic communities, with higher than average enrolments of students from Aboriginal and Torres Strait Islander backgrounds, and in rural or regional areas which may face additional barriers in accessing professional learning opportunities. These barriers can include distance to learning opportunities, availability of teacher relief, and the prohibitive cost of professional learning programs.

NAIDOC 2018

On 9 July 2018, the Ngunnawal Centre in collaboration with UC Widening Participation and the Australian Indigenous Mentoring Experience (AIME) attended the 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 spoke with families and students about higher education opportunities, support services and pathways - accomplished through a range of engaging activities such as STEM slime-making and overall community engagement through face painting.

Yass Local Aboriginal Education Consultative Group and The Binit Binit Learning Community Widening Participation attended NAIDOC celebrations and participated in several community engagement activities, including discussions regarding higher education pathways and support at UC.

Ngunnawal Seedlings: Growing Future Leaders Program

The Growing Future Leaders Program aims to nurture the aspirations for higher education for primary school students from Aboriginal and Torres Strait Islander backgrounds.

The project aims are to:

- Deliver a stimulating educational experience.
- Increase knowledge and understanding of higher education and career options – encouraging students to develop ‘careers thinking’ skills and to see the relevance between education and training and various career pathways.
- Build confidence and motivation for higher education.
- Provide students with learnings based on Aboriginal and Torres Strait Islander culture.
- Increase understanding of the natural environment through hands-on activities.

Student Retention and Transition Pilot Program

A pilot was undertaken in collaboration with UC Student Connect and UC Study Skills to improve student retention by providing early, proactive and visible support to commencing students. The pilot sought to draw together programs already taking place in a range of business units, to provide more comprehensive coverage of student support activities.

In Semester 2, 2018, the following actions started:

- Commencing Health and Education Aboriginal and Torres Strait Islander students received tailored pre-Orientation Week invitation to meet with a UC staff member during O Week or Week 1. The meet and greet provides administrative or course-related advice early in the semester, address any concerns, refer students to appropriate support services, and provide friendly faces within UC through which students know they can ask for assistance.
- Student Centre staff phoned all commencing students by the end of Week 1 to check in, offer any support, or provide appropriate referrals.
- Student Centre staff called discontinuing students who have changed enrolment status in the first week.

UC continued to work collaboratively with the ACT Education and Training Directorate, the NSW Department of Education and Communities, The Smith Family, the Australian Indigenous Mentoring Experience, Country Education Foundation, and schools across the region to break down barriers for students from low SES backgrounds to access higher education.

All Aboriginal and Torres Strait Islander Students

	2017	2018
Student count	267	293
EFTSL	175	183

Aboriginal and Torres Strait Islander Regional and Remote Students

	2017	2018
Student count	92	103
EFTSL	64.56	67.75

1a Scholarships (2018 breakdown)

Student category	Education Costs		Accommodation		Reward*		Total/ Students Assisted	
	\$	No.	\$	No.	\$	No.	\$	No.
From Regional/ Remote (undergraduate)	23,000	11	35,000	11	14,000	7	72,500	8
From Regional/ Remote (postgraduate)	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Undergraduate (non- regional/remote students)	41,549	16	N/a	N/a	8,000	4	49,549	10
Postgraduate (non- regional/remote students)	N/a	N/a	N/a	N/a	N/a	N/a	N/a	N/a
Other								
TOTAL	65,049	27	35,000	11	22,000	11	122,049	18

*Reward scholarship awarded to 1st year students – based on enrolment

Value of Scholarships awarded by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)	\$5,000
Value of Scholarships <u>offered</u> by the university to remote or regional students in the 2018 academic year (Section 21(3) in the Guidelines refers)	\$72,500

2. Progression (access and outcomes)

To improve the student experience and assist with retention past census date, the Ngunnawal Centre increased student engagement in the first three months with measures such as Study Skills drop-ins and one-on-one tutoring for students with qualified tutors. Growing our promotion of the Ngunnawal Centre Tutorial Program meant we increased the number of students accessing and receiving assistance.

Ngunnawal Centre Retention and Progression Activities

Pre-census student check-in	Using a traffic light approach the Ngunnawal Centre staff contact 'at risk of failing' continuing students with a fail or incomplete result in one or more units, prior to census to ensure they are supported for the semester.
Student Transition & Support Information Sessions	In addition to UC Orientation Week, the Centre hosts weekly activities up to census date to enable first year students to network with faculties, continuing students, UC staff and services.
Monitoring and supporting student progress	Case management for 'at risk of failing' students. This includes first assessment notifications, promoting the Ngunnawal Centre Tutorial Program, and broader UC services such as PALS, MASH and Study Skills. The Centre also maintained periodic communications via email, Facebook and website (e.g. Congratulations Acceptance/Continuing, and Welcome/Welcome Back letters, motivational articles/messages).
Employment / Internships Opportunities	Ngunnawal Centre staff promoted 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.
Post-census check-up	Ngunnawal Centre staff monitored student progress via the university's database, Calista and our Business Intelligence Unit. Staff also liaised and collaborated with key support staff in Faculties where required, to provide culturally appropriate and holistic support to students.
Student Experience	Continued promotion of an Aboriginal and Torres Strait Islander community by supporting student involvement in Ngunnawal Centre and University of Canberra activities and clubs.
End of Semester Event	Ngunnawal Centre staff held an end of semester event to celebrate student success.

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CareerTrackers Partnership

CareerTrackers Indigenous Internship Program is a national non-profit organisation that creates structured internship opportunities for Aboriginal and Torres Strait Islander university students. Their goal is to increase the number of Indigenous Australians who are working in professional private sector employment as industry and community leaders. CareerTrackers have been engaging with Aboriginal and Torres Strait Islander students to participate in 12-week paid internships over the course of the year that align with their university studies and career goals.

Students have monthly meetings with a CareerTrackers Student Advisor, focused on their internship, university studies, personal and professional development. Students attend a 4 Day Leadership Development Institute and 2 Program Days during the year that provided students with professional development and leadership training aligned to graduate attributes. CareerTrackers currently work with 108 corporate partners and 1354 students across Australia. Total number of University of Canberra students interning in 2018 was 13, with a total of 4 University of Canberra alumni.

2a Tutorial and other assistance provided (2018 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	42	1507.85	\$139,144.40
	Post graduate	0	0	N/A
	Other	0	0	N/A
	TOTAL	42	1507.85	\$139,144.40

3. Completions (outcomes)

Aboriginal and Torres Strait Islander Student Completions

	2017	2018
Aboriginal and Torres Strait Islander Student Completions	37	36

Aboriginal and Torres Strait Islander Student Success Rate	75.54	74.60
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The Ngunnawal Centre team continues to liaise regularly with critical services across the campus and connect students with relevant staff to assist with course advice, career advice, work experience, internships and practical support and training. Providing wraparound support is an essential part of pastoral care that allows Aboriginal and Torres Strait Islander students to enjoy the full university experience and to facilitate progression.

To connect graduates with employment (both within and outside UC), the Ngunnawal Centre promotes industry graduate programs to students in their final year to provide a connection to work after completion.

The Ngunnawal Centre and the Alumni Office work collaboratively with UC Careers to ensure graduates can access support for up to two years following graduation. This service provides new graduates with professional development, career services and support in applying for jobs, writing resumes and selection criteria. This platform also advertises opportunities for paid and unpaid work for UC graduates.

The Alumni Office provides an engagement program designed to assist alumni upon graduating, such as mentoring, professional development, workshops, seminars and short courses. The Alumni Office communicates through the blog Canvas content on a variety of topics, including life after graduating, tips for landing a job, preparing yourself for fulltime work.

The Alumni Office monitors student outcomes and success stories after graduation through the news, online blogs, LinkedIn and networks within the UC and Canberra community. Often graduates will either contact the University directly to share their story.

Indigenous Education Strategy accessible by public

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 March 2019, 57 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.

4. Indigenous Workforce Strategy accessible by public

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, which articulates the objectives:

- By March 2018, 1.5% of the UC Workforce will identify as Aboriginal or Torres Strait Islander,
- Aboriginal and Torres Strait Islander employees are involved in determining their career strategies, goals and objectives, and
- The University will maximise development opportunities for Aboriginal and Torres Strait Islander staff.

The University achieved the March 2018 target, with 1.87% of its total workforce identifying as Aboriginal or Torres Strait Islander (see Figure 1, below; includes all continuing, fixed term, casual and sessional staff, and reflects Full-Time Equivalent (FTE) status). The Strategy and its targets will be reviewed and renewed in preparation for 2020.

The Employment Strategy can be viewed at the following URL

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

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

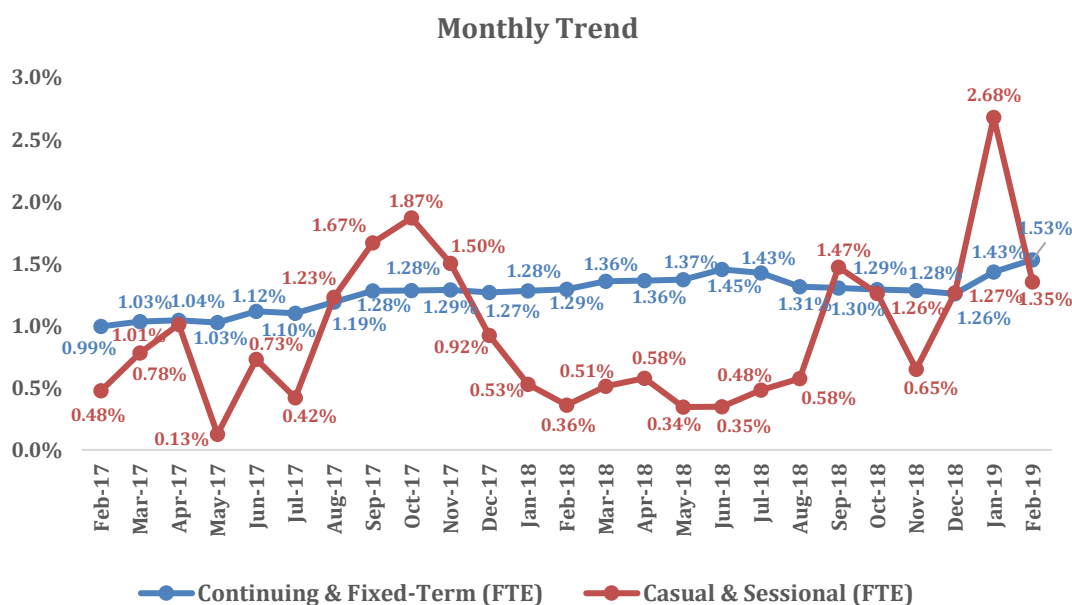
The Aboriginal and Torres Strait Islander Employment Advisory Sub-Committee was formed under the University of Canberra Enterprise Agreement to advise and assist the University on Aboriginal and Torres Strait Islander employment.

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.

An excerpt from this reporting (as at February 2019) is provided below, which demonstrates the University's continued improvement in attracting, recruiting and retaining Aboriginal and Torres Strait Islander employees. Strategies and initiatives are actively discussed and assigned as actions following Advisory Committee meetings.

Figure 1 | Aboriginal and Torres Strait Islander, Total Workforce Composition (24 months)¹



Total Number of Staff at the University of Canberra

Employment Type	Headcount (28-Feb-19)
Continuing/Fixed Term	1027
Casual	897
Grand Total	1924

¹ Due to minor changes made in the way the University captures data, there are some minor changes in the data provided in Table 1, above, compared with the same data provided the previous year. These changes do not impact the broader pattern or trend.

Professional and Career Development

As part of the implementation of the Aboriginal and Torres Strait Islander Employment Strategy, the University introduced Aboriginal and Torres Strait Islander Cultural Awareness Workshops into the Learning and Development Program for staff and was later presented as a half-day workshop into the induction program for all new staff. UC aims to schedule four face-to-face cultural awareness workshops per year; however, UC facilitated six seminars in 2018 and eight held in 2019. To date, approximately 300 UC staff have attended the Aboriginal and Torres Strait Islander Cultural Awareness Workshop, and we anticipate this number to rise significantly during the calendar year.

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, around one-quarter 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 is being 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
- Dean, Aboriginal and Torres Strait Leadership and Strategy, 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
- Salary costs for Aboriginal and Torres Strait Islander teaching fellows are subsidised centrally.

5a Indigenous workforce data (2018 breakdown)

Faculty/Business Unit	Level/ position	Continuing & Fixed Term		Contract Sessional & Casual	
		Academic	Non- Academic	Academic	Non- Academic
Office of Aboriginal & Torres Strait Islander Leadership and Strategy	Senior Manager 1	1			
Office of Aboriginal & Torres Strait Islander Leadership and Strategy	UC 10		1		
Office of Aboriginal & Torres Strait Islander Leadership and Strategy	UC4		1		
Office of Aboriginal & Torres Strait Islander Leadership and Strategy	UC 6		3		

Office of Aboriginal & Torres Strait Islander Leadership and Strategy	UC 8		1		
Office of Aboriginal & Torres Strait Islander Leadership and Strategy	Sessional Tutors			2	
Faculty of Arts & Design	Casual UC 5				2
Faculty of Arts & Design	Sessional			1	
Faculty of Business Government & Law	Level E	1			
Faculty of Education	Level E	1			
Faculty of Education	UC 5		1		
Faculty of Health	Level A	1			
Faculty of Health	Sessional			1	
Faculty of Health	UC 8				1
Information & Technology Management	UC 8		1		
Marketing	UC 4		1		
Students Partnerships and International (Student Life)	UC 7		1		
University Secretary	Individual Agreement			1	
Total		4	10	5	3

5. Indigenous involvement in decision-making

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 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:

- Audit and Risk Committee for the Australian Indigenous Leadership Centre
- National Aboriginal and Torres Strait Islander Higher Education Consortium Board
- National Indigenous Tech Academy Board (Director)
- Canberra Institute of Technology Indigenous Advisory Board
- Student Resource Allocation Reference Board

6a. Statement by the Indigenous Governance Mechanism

The Dean of Aboriginal and Torres Strait Islander Leadership and Strategy acts as the Aboriginal and Torres Strait Islander Governance Mechanism for the expenditure and monitoring of the Commonwealth ISSP Grant at the University of Canberra. In 2017, the Deputy Secretary of the Prime Minister and Cabinet accepted that the University of Canberra's Dean of Aboriginal and Torres Strait Islander Leadership and Strategy position for ISSP is the equivalent to the DVCA position.

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 this financial acquittal from 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).