

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Performance Report

Organisation	AUSTRALIAN CATHOLIC UNIVERSITY (ACU)		
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1. Enrolments (Access)

ACU's highlights in Aboriginal and Torres Strait Islander student participation included:

- Increased overall participation rate and increase of Indigenous Equivalent Full-Time Student Loads (EFTSL) (Table 1)
- Increased headcount of commencing and continuing students;
- Increased and widening participation across a range of Bachelor courses and on-campus courses;
- Increased numbers Postgraduate level course participation;

Table 1.1 Increased Indigenous Student Enrolment - 2015 to 2017

Data Source: ACU Statistical Digest			
Section 05 Equity Participation : - Headcount			
Section 01 Student Enrolment and Load : - EFTSL			
	2015	2017	Difference
Headcount	447	512	65
EFTSL	309.375	365.875	56.500
EFTSL - Regional & Remote	95.123	106.972	11.849
Percentage of Regional and Remote	30.75%	29.24%	-1.51%

Decline in EFTSL Remote and Regional students

The decline in Remote and Regional students was attributed to the decline in numbers in the Away from Base (AFB) Residential programs including Bachelor of Midwifery, Associate Degree in Business Administration and the Bachelor of Education (Primary). AFB students typically have a reduced EFTSL due to family, community and paid work commitments.

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

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

- Reviewed the 2017 entry process experience and worked with Admissions, Student Administration to further improve the entry process for Early entry applicants, Alternate entry and Direct entry applicants. (ISSP and ACU)
- Introduced a successful mid-year intake to the Bachelor of Education (Primary of commencing students.
- Collaborated with faculties and ACUcom to develop new sub-Bachelor courses to attract Aboriginal and Torres Strait Islander applicants (ACU)
- Collaborated with Faculty of Education and Arts to promote the new Master of Education Leadership (Indigenous Leadership) postgraduate course (ISSP and ACU)
- Continued collaboration with Marketing teams to promote and develop inclusive marketing strategies
- Continued local engagement in community initiatives by Indigenous Higher Education Units on six campuses to raise awareness and promote participation of on-campus students.
- Investigated opportunities with faculties to increase postgraduate participation.

Scholarships, bridging/enabling support and outreach activities

- Increased awareness of ACU and external undergraduate student scholarship opportunities. The ACU funded inaugural Francis Xavier Conaci Scholarship was awarded to an undergraduate psychology student, enabling the student to undertake the Core Curriculum Unit at ACU's Rome campus. (ACU)
- Introduced ACU student Leadership and accommodation awards to promote participation in student accommodation at Miguel Cordero student Residence and Brisbane campuses. (ACU and ISSP)
- Introduced the Deadly Awards to acknowledge the commitment of Aboriginal and Torres Strait Islander students who achieved academic success (ISSP Reward Scholarship)
- Worked with Faculties to develop sub-bachelor programs for pathway to ACU undergraduate courses (ACU)
- Partnered with ACU Equity Pathways (EP) teams to support promotion and delivery of EP programs including Uni Step Up program. This offers years 11 and 12 students from partner schools an opportunity to undertake one unit of study from select undergraduate programs. (ACU)
- Sponsored outreach activities and community engagement events with schools and Aboriginal and Torres Strait Islander community based organisations including Indigenous kindergartens and Indigenous schools, National Rugby League Indigenous carnival and Confraternity Shield. Students contributed to NAIDOC Week, Reconciliation Week, Harmony Day and Multicultural Day events. (ISSP and ACU)

1.a Scholarships (2017 breakdown)

Student category	Education Costs		Accommodation		Reward		Total/ Students Assisted	
	\$	No.	\$	No.	\$	No.	\$	No.
From Regional/ Remote	10,548.00	5.00	18,466.00	4.00	16,904.00	11.00	45,918.00	20.00
Undergraduate (non-reg/remote)	73,836.00	28.00	0.00	0.00	22,904.00	10.00	96,740.00	38.00
Post-graduate (non-reg/remote)	0.00	0.00	0.00	0.00	6,000.00	4.00	6,000.00	4.00
Other								
Total	84,384.00	33	18,466.00	4.00	45,808.00	25.00	148,658	62.00

Value of Scholarships awarded by the university to remote or regional students in the 2016 academic year (Section 21(3) in the Guidelines refers)	\$36,509.50
Value of Scholarships offered by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)	\$45,918.00

2. Progression (access and outcomes) - 2015 to 2017

Increased success/progression rates of Aboriginal and Torres Strait Islander students

From 2015 to 2017 there was an increase in progression/retention rates of Aboriginal and Torres Strait Islander students.

Table 2.1 Indigenous Student Success/Progression Rate

Data Source: ACU Statistical Digest			
Section 05 Equity Participation : - Headcount			
Section 05 Retention : - Progression / Retention			
Section 02 Completions : - Award Completions			
	2015	2017	Difference
Headcount	447	512	65
Progression / Retention	65.86%	70.19%	4.33%
Award Completions	82	44	-38

2.a Tutorial and other assistance provided (2017 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	178	9530.25	
	Post graduate	7	224.50	
	Other		105.50	
	<i>total</i>			\$595,035
Indigenous Support Unit or other Indigenous student support activities (see below)	(optional breakdown of major activities or just total)			\$896,911
	<i>total</i>	512		\$1,491,946
Travelling Study Assistants / Students For Rural / Remote Tutorial Assistance	Undergraduate	11		\$23,079 (\$ amount included in Tutorial Assistance Total)
On Campus Study Assistant	Undergraduate	38		\$42,871 (\$ amount included in Tutorial Assistance Total)

Indigenous Higher Education Support Units (IHEU) or other Indigenous student support activities

ACU's Indigenous Higher Education Units (IHEU) provide a culturally safe place for Aboriginal and Torres Strait Islander students and community groups. 13 Aboriginal and Torres Strait Islander staff provide student services on six ACU campuses:

- Brisbane (Weemala - 4 staff)
- North Sydney and Strathfield Campus (Yalbalinga - 5 staff)
- Canberra (Dhara Darmoolen - 1 staff) and
- Melbourne and Ballarat (Jim-Baa-Yer - 3 staff)

ACU's Yalbalinga IHEU team at Strathfield and North Sydney campuses received accolades on being awarded the national 2017 Dreamtime Award for the *Educational Institute of the Year*. This outstanding achievement recognised ACU's commitment to improving access and opportunities for Aboriginal and Torres Strait Islander people through the Away-From- Base program.

The roles of Unit staff include:

- Fostering culturally inclusive face to face support for Aboriginal and Torres Strait Islander students and community members;
- Promoting a successful University experience for students;
- Facilitating student success through pastoral care, academic support and referrals to ACU student support services;
- Supporting the Manager Aboriginal and Torres Strait Islander Employment in delivering cultural awareness education for all University staff;
- Taking a leadership role in engagement with local Indigenous community members and Elders;
- Engaging the ACU community in a deeper understanding of Aboriginal and Torres Strait Islander peoples' knowledges, histories and cultures;
- Providing cultural support, cultural representation and enhancing deep cultural understanding of perspectives and protocols of Aboriginal and Torres Strait Islander peoples.
- Providing information and advice to ACU on engagement with Aboriginal and Torres Strait Islander communities, and events and activities that engage Aboriginal and Torres Strait Islander students and/or staff and the wider University community.

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

- First peoples and Equity Pathways Directorate provides leadership to improve success of Aboriginal and Torres Strait Islander students and supporting ACU's employment objectives that seek to:
- Contribute to an Australian Catholic University culture that acknowledges and values Aboriginal and Torres Strait Islander peoples, their knowledges and cultures (ACU and ISSP)
- Contribute to improved participation and success of Aboriginal and Torres Strait Islander students (ACU and ISSP)
- Lead and enhance the belonging of Aboriginal and Torres Strait Islander peoples by providing a culturally safe and enabling higher education environment (ACU and ISSP)
- Provide input to key external stakeholder engagement, targeted Marketing, Recruitment and promotion of ACU to Aboriginal and Torres Strait Islander communities (ACU and ISSP)
- Administer the ISSP and Governance structures, Away from Base program and Study Assistance program (ACU and ISSP)
- Partner with ACU directorates including Student Admissions, Scholarships and Alumni to improve access for Aboriginal and Torres Strait Islander communities (ACU and ISSP)
- Collaborate with Faculties to support alternate entry processes for Aboriginal and Torres Strait Islander peoples to ACU (ACU and ISSP)
- Provide information and advice to ACU on engagement with Aboriginal and Torres Strait Islander communities, and events and activities that engage Aboriginal and Torres Strait Islander students and/or staff and the wider University community.
- Refreshed the IHEU space at Yalbalinga North Sydney campus to reflect a welcoming and inclusive environment
- Created a welcoming and culturally safe outdoor space at Dhara Daramoolen at Canberra campus through the inclusion of Story poles.

Increased uptake of tutorial assistance

Table 2.2 Number and level of study of Aboriginal and Torres Strait Islander students

Level of Study	Received Tuition	Student Enrolment	Percentage of Uptake
Postgraduate	7	62	11.29%
Undergraduate	178	439	40.55%
Non-Award	0	11	0.00%
Total	185	512	36.13%

- Student demand for tutorial assistance increased from 2015 to 2017 with over 40% of undergraduate students accessing tuition
- Student demand increased significantly in Faculty of Health Sciences (FHS). This aligned with increased enrolments in FHS.

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

- Celebrated the successes of Aboriginal and Torres Strait Islander students at ACU;
- Partnered with ACU's Learning and Teaching Centre (LTC) to review and scope Indigenous Knowings across courses (ACU and ISSP)
- Reviewed the tutorial assistance program to enhance efficacy of tutorial assistance and ensure consistency in program delivery. Students who participated in tuition performed better than students who did not participate (ISSP)
- Monitored the progress of individual Aboriginal and Torres Strait Islander students and followed up as appropriate (ACU)
- Students accessed and were supported under the Success at ACU program and Peer Assisted Study Sessions (PASS) (ACU)
- Strengthened partnerships with ACU student services including Disability Services, Academic Skills, Counselling services, Scholarships, Health, Sport and Wellbeing and Library services to increase student success and retention (ACU)
- Monitored the progress of Aboriginal and Torres Strait Islander students and provided follow up as appropriate. (ACU)
- Reviewed the support needs of students at North Sydney campus and trialled a part time Student Support Officer position from January to June 2017. A continuing full-time Student Support Officer commenced in October. (ACU and ISSP)
- Commencing Aboriginal and Torres Strait Islander students participated in the ACU Smart program, designed to ease the transition for new students to help prepare new students for university studies.(ACU)
- Connected students to the broad range of student leadership opportunities including:
 - Student Ambassadors and volunteers at ACU Orientation Days, Open Days, Harmony Day, Multicultural Day events, STEM Days and Equity Pathways activities (ACU);
 - Student Association activities (ACU);
 - University Games and Indigenous Games (ACU and ISSP).

An ACU undergraduate student was awarded by the Australian University Sports, the national *Most Outstanding Performance by an Indigenous Athlete*. (ACU and ISSP)

- Student Leadership, Spirituality and Cultural study tour to Central Australia. The aim of the tour was to deepen students' understanding of Aboriginal culture, Indigenous Ways of Knowing, Aboriginal spirituality and the Mission of ACU and broaden their experience of leadership. Student feedback confirmed that the journey was an inspirational and transformative experience; (ISSP)
 - Reconciliation Dinner at Canberra Campus for ACU students and staff and local community (ACU and ISSP)
 - Yalbalinga - Bamaradbunga (To Open a Door) Cultural Festival (ISSP)
 - Sponsored the National Indigenous Rugby League event
 - Coordinated ACU Aboriginal and Torres Strait Islander Week events and experiences on campuses including Liturgy, Smoking ceremonies, dance/music performances and cultural activities
 - National Sorry Day events
 - Reconciliation Week events
 - Community and Elder gatherings including the Elders Advisory group on Brisbane campus
- Students were supported to deliver at and attend discipline specific forums, conferences, Indigenous community engagement opportunities and student clinical placements and practicums to enhance their learning and establish contacts for their future careers. This included:
 - College of Midwives Student Conference (ISSP)
 - Congress of Aboriginal and Torres Strait Islander Nursing and Midwifery National forum (ISSP)
 - Congress of Aboriginal and Torres Strait Islander Nursing and Midwifery (CATSINaM) - 12 students (ISSP)
 - Indigenous Allied Health Australia Conference (IAHA) - 9 students (ISSP)
 - Student Paramedics Australasia International Conference (SPAIC) – 3 students (ISSP)
 - Indigenous Education forum - 2 students (ISSP)
 - Australian Youth Alcohol and Other Dug Conference – 1 student (ACU)
 - Career Trackers Program – 2 students (ISSP)

Embedding Aboriginal and Torres Strait Islander Knowledges and cultural perspectives in curricula

The University continues to place high importance on embedding Aboriginal and Torres Strait Islander Knowledges and cultural perspectives in learning and teaching. Indigenous staff are involved in course reviews and learning outcomes and have developed culturally responsive teaching curricula and inclusive teaching practices. This includes:

- Creating opportunities for cultural immersion experiences for staff and students (ISSP)
- Partnered with ACU's Learning and Teaching Centre to review the suite of ACU teaching resources related to providing Aboriginal and Torres Strait Islander Knowledges, cultural perspectives pedagogies in courses (ACU and ISSP)
- Increased opportunities to partner with Aboriginal and Torres Strait Islander practitioners and clinicians (ACU)
- Delivering cultural awareness workshop opportunities for all staff including teaching staff (ACU)
- Supporting ACU academic and professional staff to present at the World's Indigenous Peoples Conference on Education (WIPCE) in Toronto Canada (ACU)

3. Completions (outcomes)

Completions from 2015 to 2017

The number of Award Completions declined by 38 students (Headcount) from 82 in 2015 to 44 in 2017.

The decline was attributed to the transitioning of Away-From-Base (AFB) students in the Associate Degree programs into Degree courses without course completing the Associate Degree courses. The Associate Degree programs were reviewed with the recommendation to transition students into the higher Bachelor Degree courses. Early exit points are available.

2017 Award Completions by Course Level

Postgraduate Level	Course	Faculty
Doctorate	Doctorate of Philosophy <i>(Vice-Chancellor's Award for Excellence in the Doctoral Thesis for outstanding achievement in research and contribution to knowledge.)</i>	Faculty Education and Arts
Doctorate	Doctorate of Philosophy	Faculty Education and Arts
Masters	Masters of Educational Leadership	Faculty Education and Arts
Masters	Masters of Educational Leadership	Faculty Education and Arts
Masters	Masters of Teaching (Secondary)	Faculty Education and Arts
Masters	Masters of Professional Psychology	Faculty of Health Sciences
Masters	Masters of Business Administration (Executive)	Faculty of Law and Business
Graduate Diploma	Graduate Diploma in Education	Faculty of Education and Arts
Graduate Certificate	Graduate Certificate in Higher Education	Faculty of Education and Arts
Graduate Certificate	Graduate Certificate in Religious Education	Faculty of Theology and Philosophy
Undergraduate Level		
	Bachelor of Visual Arts and Design (2) Bachelor of Education (Primary) (2) Bachelor of Education (Primary) (Indigenous Studies) (1) Bachelor of Education (Early Childhood and Primary) (1) Bachelor of Inclusive Education and Disabilities Studies (1) Bachelor of Teaching/Bachelor of Arts (Humanities) (1) Bachelor of Teaching/Bachelor of Arts (Visual Arts) (1) Bachelor of Teaching/Bachelor of Arts (Technology) (1)	Faculty Education and Arts 10 Graduates
	Bachelor of Exercise and Sports Science (1) Bachelor of Midwifery (1) Bachelor of Nursing (9) Bachelor of Nursing/Bachelor of Paramedicine (3) Bachelor of Occupational Therapy (1) Bachelor of Paramedicine (2) Bachelor of Physiotherapy (3) Diploma in Youth Work (1)	Faculty of Health Sciences 21 Graduates
	Bachelor of Commerce (2) Associate Degree in Business Administration (Indigenous Studies) (1)	Faculty of Law and Business 3 Graduates

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

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

Strategies to assist graduates

- Promoting postgraduate scholarship opportunities, internships and employment opportunities (ACU and ISSP)
- Encouraging Graduates to connect with current students as tutors in the Study Assistance program (ACU)
- Supported the implementation of an Indigenous Graduate Internship program at ACU enabling two graduates to participate in a two year program. (ACU)

Strategies to monitor student outcomes after graduation

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

4. Aboriginal and Torres Strait Islander Education Strategy

Compliance under section 13 of the ISSP Guidelines.

The University has met its requirements under section 13 of the ISSP Guidelines. ACU has formal strategies in place to improve the participation, progress and outcomes of Aboriginal and Torres Strait Islander students that are aligned with the Australian Government's and Department of Prime Minister and Cabinet's policy directions.

The ACU Strategic Plan 2015-2020: Strength to Strength is available on the University's public website.

http://www.acu.edu.au/about_acu/our_university/strategic_plan_2015-2020/acu_strategic_plan_2015-2020

ACU's [Strategic Plan 2015 – 2020](#) provides high level summary of the University Performance Indicators (UPI) and Key Result Areas (KRA) and guides the University's performance. Indigenous student performance targets are monitored and reported on quarterly within the Enabling Frameworks and the Organisational Unit Plans across the University. Targets include:

- Improved student participation number and rate;
- Improved student retention and success numbers and rates, and
- Improved number of completions

The draft Aboriginal and Torres Strait Islander Education Strategy 2018 – 2020 aligns with the University's Strategic Plan and will prioritise increasing the number of Indigenous students participating in, progressing in and completing courses leading to higher education awards. The draft Aboriginal and Torres Strait Islander Education Strategy will be tabled at the next Aboriginal and Torres Strait Islander Education Governance Committee in June 2018. It requires endorsement by the University's Vice-Chancellor's Strategy Group, Academic Board and Executive Planning Group.

The Learning and Teaching Centre has commenced the review of the University's Graduate Attributes and to ensure the inclusion of Indigenous understandings.

ACU's Reconciliation Action Plan

The University has developed a draft Reconciliation Action Plan 2018 and is working with Reconciliation Australia to finalise this.

The University's Learning and Teaching Centre (LTC) commenced the deliberate strategy of inclusion of Aboriginal and Torres Strait Islander knowledges across all course reviews and in curriculum design, development and delivery.

5. Indigenous Workforce Strategy accessible by public

The Aboriginal and Torres Strait Islander Peoples Employment Strategy 2015 - 2017 details ACU's commitment in providing culturally inclusive and proficient (competent) workspaces. ACU's Aboriginal and Torres Strait Islander Peoples Employment Strategy 2015-2017 included measures of 2.3% Aboriginal and/or Torres Strait Islander participation in both the professional and academic employment streams.

The ACU Aboriginal and Torres Strait Islander Peoples Employment Strategy 2015-2017 is located at <https://www.acu.edu.au/289887>

Cultural Awareness workshops continue to be offered to all staff on each campus annually and are tailored to suit work area's needs. The Workshops were developed in partnership between the Manager Aboriginal and Torres Strait Islander Employment and First Peoples and Equity Pathways Directorate with strong contributions from each of the Coordinators of the Indigenous Higher Education Units. This ensured:

- Inclusion of local community content for each campus
- Involvement of local Elders for each campus
- Content delivery to suit both professional and academic staff in their workspaces

Complementing the Cultural Awareness Workshops, ACU offers a diverse range of information sessions on Aboriginal and Torres Strait Islander Perspectives that are delivered by Aboriginal and or Torres Strait Islander academics or subject matter experts.

To ensure compliance with Clause 12 of the ISSP Guidelines, the ACU Vice-Chancellor's Strategy Group endorsed the Aboriginal and/or Torres Strait Islander Peoples Employment Strategy 2018-2020.

The Strategy includes that each ACU Faculty and Directorate establishes a KPI of 3% Aboriginal and/or Torres Strait Islander employment.

Discuss the practical implementation and evaluation of your Indigenous Workforce Strategy

The actions to support the implementation of the Aboriginal and Torres Strait Islander Peoples Employment Strategy 2015-2017 were managed by the Human Resources Directorate under the responsibilities of the Manager Aboriginal and Torres Strait Islander Employment.

An evaluation of the 2015 – 2017 Strategy was completed in December 2017.

Report progress against targets and milestones outlined in the strategy

The Aboriginal and Torres Strait Islander Peoples Employment Strategy 2015-2017 comprised of three themes that influenced the key result areas:

- Workplace Culture
- Workforce Profile
- Valuing ACU's Workforce

All themes were progressed to outcomes or levels of achievement with recommendations that the work commenced in the Strategy be transitioned to the Aboriginal and/or Torres Strait Islander Peoples Employment Strategy 2018-2020.

The Aboriginal and/or Torres Strait Islander Peoples Employment Strategy 2018-2020 will be accessible on ACU's web site in May 2018. The Strategy contains Aboriginal and or Torres Strait Islander Employment KPI's of 3%.

5.a Indigenous workforce data (2017 breakdown)

Faculty/Directorate	Level/position	Perm/ >1yr		Casual/ <1yr	
		Academic	Non-academic	Academic	Non-academic
DVC, Students Learning and Teaching					
First Peoples and Equity Pathways	HEW 8 x 3		Professional		
First Peoples and Equity Pathways	HEW 7 x 7		Professional		
First Peoples and Equity Pathways	HEW 5 x 3		Professional		
First Peoples and Equity Pathways	HEW 4		Professional		
First Peoples and Equity Pathways	HEW 3		Professional		
First Peoples and Equity Pathways	Director		Professional		
First Peoples and Equity Pathways	Assoc. Director		Professional		
First Peoples and Equity Pathways	Tutor				Professional
Libraries	HEW 5		Professional		
Libraries	HEW 3		Professional		
Libraries	HEW 3				Professional
DVC, Chief Operating Officer					
Finance	HEW 9		Professional		
Finance/HR	HEW 5		Professional		
HR	HEW 8		Professional		
HR/Student Administration	HEW 5		Professional		
Student Administration	HEW 6		Professional		
Student Administration	HEW 5 x 2		Professional		
Properties	HEW 5		Professional		
Marketing and External Relations	HEW 6		Professional		

DVC Academic					
International	Casual Academic			Academic	
Faculty of Education and Arts					
Education	National Director Academic D	Academic			
Education	Academic C	Academic			
Arts	Academic B	Academic			
Education	ACUCom/ International			Academic	
Education	Academic B			Academic	
Education	Casual Academic Rate x 2			Academic	
Faculty Health Sciences					
Simulation Services	HEW 5		Professional		
Allied Health	Academic B	Academic			
Allied Health	Casual Academic	Academic		Academic	
Positive Psychology & Education	Academic E	Academic			
Institute for Positive Psychology & Education	Academic B x 2	Academic			
Positive Psychology & Education	Academic B			Academic	
Positive Psychology & Education	HEW 7				Professional
School of Exercise Science	Casual Academic Rate			Academic	
School of Nursing Midwifery and Paramedicine	Academic B x 2	Academic			
School of Nursing Midwifery and Paramedicine	Casual Academic x 5			Academic	
School of Physiotherapy	Casual Academic			Academic	
Faculty of Law and Business					
Peter Faber Business School	Academic B	Academic			
Thomas Moore Law School	Casual Academic			Academic	Academic
Faculty of Theology and Philosophy					
School of Theology	Casual Academic			Academic	

6. Indigenous involvement in decision-making

Section 11 of the ISSP guidelines

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

ATSIEGC is the key forum established by Australian Catholic University (ACU) to promote cohesive, whole of University strategies that build cultural capability and increase visibility and presence of First Peoples.

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

- Vice-Chancellor's Strategy Group (VCSG)
- ATSIEGC – Aboriginal and Torres Strait Islander Education Governance Committee
- University Research Committee
- Human Ethics Research Committee
- Indigenous Research Ethics Advisory Panel (IREAP)
- Executive Planning Group (EPG)
- Academic Board
- Students, Learning and Teaching Executive (SLATE)
- Courses and Academic Quality Committee
- Queensland ACU Chapter
- Faculty Board Meeting – Law and Business
- Faculty Board Meeting – Education and Arts
- Faculty Board Meeting – Health Sciences
- Faculty of Health Sciences Indigenous Perspectives in Curriculum Subcommittee
- Standards and Compliance Committee
- Orientation Day Working Group (6 campuses)
- Open Day Working group (6campuses)
- Steering Group Postgraduate Accelerating Indigenous Careers and Leadership
- Literacy and Numeracy Teacher Initial Teacher Education (LANTITE) Working Group Strategy Meeting
- Management Advisory Committees (MAC)
- ISSP Budget Working Group
- ACU RAP Working Group
- ISSP Aboriginal and Torres Strait Islander Art Working Group
- ISSP Postgraduate Working Group
- Respect Now Always Advisory Committee

ATSIEGC roles and responsibilities

1. To champion a learning and teaching culture that builds cultural capabilities, through the embedding of Aboriginal and Torres Strait Islander cultural perspectives in University courses and University policies.
2. To promote excellence and discourse in Aboriginal and Torres Strait Islander education through innovative and collaborative partnerships within and beyond the University.
3. To make recommendations, provide advice, review and monitor the use of the University's Indigenous Student Success Programme funding grant to ensure compliance with the Indigenous Student Assistance Grants Guidelines 2017.

4. To receive acquittal and performance reporting on an annual basis and approve an authorisation statement required under clause 17 of the Guidelines.
5. To develop, review and monitor the University's Aboriginal and Torres Strait Islander Education Strategy.
6. To develop, review and maintain the University's Reconciliation Action Plan (RAP).

Criteria for appointment

Members of the ATSIEGC, other than those serving in an ex-officio capacity, were nominated by their respective Faculties and directorates. Each of nominees bring skills and experience relevant to the Committee.

To champion respectful engagement with Aboriginal and Torres Strait Islander peoples and communities, the ATSIEGC must have a majority of Aboriginal and Torres Strait Islander committee members to constitute a quorum.

2017 Membership of ATSIEGC

The majority of ATSIEGC members are Aboriginal and/or Torres Strait Islander persons. Under the University's Privacy Statement, personal information including the names and duration of service of staff and students on the Indigenous Governance Mechanism is unable to be provided for reporting purposes.

The positions held by ATSIEGC members are listed below:

- Deputy Vice-Chancellor Students, Learning and Teaching (Co-Chair)
- Director, First Peoples and Equity Pathways Directorate (Co-Chair) *
- Coordinator/Yalbalinga Indigenous Higher Education Unit, Strathfield/North Sydney *
- Student Support Officer, Dhara Daramoolen Indigenous Higher Education Unit, Canberra *
- Coordinator, Weemala Indigenous Higher Education Unit, Brisbane *
- Coordinator, Jim-Baa-Yer Indigenous Higher Education Unit, Melbourne and Ballarat*
- Associate Director Equity Pathways, First Peoples and Equity Pathways Directorate*
- Manager, Aboriginal and Torres Strait Islander Employment, Human Resources Directorate*
- National Director Indigenous, Faculty of Education and Arts*
- Associate Dean Learning and Teaching, Faculty of Theology and Philosophy
- Associate Dean Learning and Teaching, Faculty of Law and Business
- Associate Dean Learning and Teaching, Faculty of Health Sciences
- Director Office of Student Success, Office of DVC Students, Learning and Teaching
- Director Student Strategies, Office of DVC Students, Learning and Teaching
- Representative - DVC Research, Office of the DVC Research (vacant)
- Two Aboriginal and Torres Strait Islander student representatives
- Aboriginal and Torres Strait Islander Elders/ community representatives*
- Aboriginal and Torres Strait Islander ACU Alumni representative *
- Aboriginal and Torres Strait Islander Academic from another university*

*Denotes Aboriginal and Torres Strait Islander person

Decision-making processes of ATSIEGC

The ATSIEGC Co-Chairs have delegation to approve expenditure and payments within the Indigenous Student Success Programme (ISSP) funding grant. ISSP proposals from Faculties and Portfolios were considered against

the proposed budget and assessed by the ISSP Budget Working Group. The Working Group recommended the broad allocation of funds for endorsement.

The ATSIEGC ISSP Budget Working Group was established to manage the ISSP expenditure and members included:

- Director, First Peoples and Equity Pathways Directorate;
- Deputy Vice-Chancellor, Students, Learning and Teaching;
- Executive Dean, Faculty of Education and Arts;
- Director Finance Directorate (or nominee) Finance;
- Director, Student Strategies;
- Director, Government Policy and Strategy, and
- Manager Administration, First Peoples and Equity Pathways Directorate.

Reporting of ATSIEGC

First Peoples and Equity Pathways (FPEP) and Co-chairs of ATSIEGC provided periodic reports on ISSP strategies and program administration to:

- Academic Board;
- University Learning and Teaching Committee;
- Vice-Chancellor's Strategy Group, and
- Senior Executive Group.

Number of ATSIEGC meetings and main agenda items

During 2017, four meetings of the ATSIEGC were convened in March, June, September and November. The main Agenda Items included:

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

6a. Statement by the Aboriginal and Torres Strait Islander Education Governance Committee

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