

Indigenous Student Success Program

2021 Performance Report

Organisation	Australian Catholic University		
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1. Enrolments (Access)

1.1 What embedded ISSP strategies, activities and programs has the university implemented to support and improve access for Aboriginal and Torres Strait Islander students in 2021?

- Pathways to ACU
 - Direct Entry for Aboriginal and Torres Strait Islander applicants – Partnership with ACU Admissions
 - Engaged additional Indigenous Student Success Officers to build relationships in local areas (ACU/ISSP)
- Culturally inclusive marketing
 - Developed targeted recruitment and marketing for a focused Aboriginal and Torres Strait Islander student audience
- ACU Postgraduate Strategy
 - Partnership with Office of Provost to improve postgraduate student access and success
 - Implemented the Aboriginal and Torres Strait Islander Research Pipeline project
 - Appointed a Senior Project Officer (Indigenous) to lead HDR Pipeline project and coordinate ACU strategies: ACU Reconciliation Action Plan, Belonging Strategy and Aboriginal and Torres Strait Islander Cultural Capability Report (ISSP). Forums convened included: Indigenous media workshop, Deadly Research Seminar Series, Deadly Research Journey Workshop and Growing Our Own Deadly Research
- Appointed a new Chair to the ACU Indigenous Research Ethics Advisory Panel reporting to the ACU Human Research Ethics Committee
- Partnered with ACU Alumni and Advancement to implement the ACU Alumni Mentor Program
- Partnered with Edmund Rice Education Australia to enhance career options for EREA Aboriginal and Torres Strait Islander teachers and staff

1.2 What new strategies, activities and programs has the university implemented to support and improve access for Aboriginal and Torres Strait Islander students in 2021?

- ACU Guarantee - Year 12 Early Entry Program introduced in Semester 1 2021
- Student Veteran Entry Program
- Development of Cultural Safety Podcasts to assist with transitioning F2F Unit to online learning – 7 Part series

1.3 How does the university utilise scholarships, bridging and enabling support and outreach services to improve access? What impact did this support have in 2021?

Scholarships

- Offered Aboriginal and Torres Strait Islander Accommodation Scholarship to enable 22 students from regional and remote areas to access ACU
- Offered Postgraduate scholarships for Aboriginal and Torres Strait Islander students
- Partnered with ACU Alumni and Advancement to introduce the Aunty Joan Hendriks Scholarship
- Partnered with Faculty of Law and Business to implement new School of Business Scholarships for Aboriginal and Torres Strait Islander students
- Offered the Aboriginal and Torres Strait Islander Master of Educational Leadership Scholarships

Outreach

- Engaged a National Outreach Officer to support campus-based activities, promote pathways and convene forums for future Aboriginal and Torres Strait Islander students
- Promoted ACU Health Sciences programs through podcasts, photography, national and local Indigenous radio services.
- Developed external partnerships to build collaborative approaches with external and ACU partners

1.4 What other broad strategies does the university implement to increase access and enrolments for Aboriginal and Torres Strait Islander students that does not rely on ISSP funding?

- Developing an inclusive ACU Widening Participation Plan
- Conducting individual and discipline group enrolment sessions to assist students
- Targeted social media campaigns
- ACU Strategic Plan 2020-2023
- Reconciliation Action Plan
- ACU Education Strategy
- ACU Student Retention Strategy
- Transition programs

- Connect2 Uni and Experience Uni before you start
- Away from Base program

Table 1 ISSP Scholarships - breakdown of 2021 payments¹

	Education Costs		Accommodation		Reward		Total ²	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ³								
Undergraduate ⁴	\$97,537	98	\$109,206	11			\$206,743	109
Post-graduate ⁵								
Other								
Total	\$97,537	98	\$109,206	11			\$206,743	109

2. Progression (outcomes)

2.1 *What embedded ISSP strategies, activities and programs has the university implemented to support students to complete units? [if these strategies have been reported in previous years, please just note in summary]*

- Implemented a survey for Aboriginal and Torres Strait Islander students to gauge student satisfaction at ACU
- Co-designed and transitioned students to online learning for all courses including Away-from-Base programs
- Offered one to one virtual support for all students
- Promoted and referred students to ACU online student services – orientation programs, academic skills, LANTITE support, student advocacy, library, counselling and career services, cultural and pastoral support
- Convened additional well-being support and online engagement with students
- Offered financial bursaries
- Offered digital hardware to assist with online access if required
- Hosted online student celebration events including graduations
- Mailed care packs to all students throughout the year with special graduation packs to celebrate graduating students
- Offered academic support through the Study Assistance Program
- Connected students with Yarning with Elders events both online and face to face, as appropriate to support building cultural confidence
- Identity and Mission Directorate wellbeing support: Aboriginal weave and cuppa, campus-based NAIDOC liturgy, Reconciliation liturgy, Coming of the Light liturgy and Sorry Business services
- Cultural activities: weave/art, yarning, flag raising ceremony, newsletter yarns, community engagement and community forums with Elders and leaders.
- Engaged Aboriginal and Torres Strait Islander student ambassadors and mentors to support cultural, well-being and social support

- Supported student leadership and participation in community activities including National Indigenous Tertiary Games

2.2 What new strategies, activities or programs has the university implemented to support students complete units in 2021? For example, in response to COVID-19 where there were new strategies:

Strategies- Response to COVID-19

- Collaboration with Faculties, the Learning and Teaching Centre (LTC), Digital Education, Student Administration and ACU IT enabled ACU to respond quickly and effectively to manage the shift from on-campus course delivery to an online learning environment.
- Academic staff and learning design teams were required to review and innovate all areas of their teaching practice. Professional learning continues to be delivered online to all teaching staff including Aboriginal and Torres Strait Islander academics. Workshops included:
 - online pedagogy
 - impact of digital uplift
 - online proctored assessments
 - academic integrity education and management
 - student mental health wellbeing and
 - scholarship of learning and teaching
- First Peoples Directorate partnered with faculty staff to offer online Yarning sessions to assist with teacher-learner and learner-learner interaction for Aboriginal and Torres Strait Islander students
- Mental Health and Wellbeing online sessions to promote student's wellbeing and increase sense of resilience
- Mailed Care and Exam well-being packs to students
- Offered COVID financial bursary as appropriate
- Implemented virtual employment and career opportunities
- Students were able to complete practical placements due to Faculty adjustments and other support mechanisms available

Strategies – Improved retention:

- Faculty led the establishing of Embedding Aboriginal and Torres Strait Islander Perspectives in Curriculum Sub-Committees to increase cultural competence of staff
- Developed the formal Student Success Plan process
- Implemented UniHub – a formal process to track intervention and regular engagement with students
- Focused online communication through Notices and Monthly Newsletters from IHEU staff to assist with open communication for students
- Introduced learning aides to facilitate collaborative on-line learning experiences for Midwifery students in the Away-from-Base Program

2.3 Completion of units

- Developed the First Peoples Directorate Student Satisfactory Survey to gain a better understanding of Aboriginal and Torres Strait Islander student satisfaction and experiences
- Promoted student services including online Study Assistance Program, Peer Assisted Study Sessions (PASS), and Academic Skills Unit (ASU) LANTITE support

2.4 To help retain students?

- Encouraged students to access ACU's 24/7 online study support program (via Studiosity)

2.5 How does the university measure the effect these strategies have on student progression?

Indigenous Ways of Knowing, Being and Doing

- The Centre for Education and Innovation led the university in strengthening Ways of Knowing, Being and Doing to create a culturally safe learning and teaching environment and enhance knowledge and understanding of ACU staff.
- Strategies included:
 - Reviewing of ACU Student Graduate Attributes for inclusion of Aboriginal and Torres Strait Islander perspectives
 - Identifying Faculty champions to promote within their discipline and support colleagues in embedding of Indigenous Knowings in courses and units.
 - Requiring Course conveners to demonstrate the inclusion of Indigenous Knowings in curriculum, specifically identifying units where this content is taught. This is a requirement for every undergraduate Bachelor course at the university.
 - Reviewing and approving Course documentation through a series of course governance committees. These committees assessed the degree to which Indigenous Knowings are expressed in teaching content and assessed in individual units.
 - Promoting excellence and innovation in First Peoples Knowings in the environment and sustainability which aligns with Stewardship of Creation in Catholic Social Thought.
 - Maintaining a portfolio of culturally inclusive resources, rated for their utility and appropriateness. The rating tool was developed by Indigenous staff. All staff are encouraged to use this tool.
 - Implementing the Cultural Confidence Survey to better understand the confidence levels of academics in delivering culturally inclusive content.
 - Continuous review of curricula and learning resources to facilitate delivery of cultural safe curricula using an inhouse evaluation tool.
 - Developing with Faculty Health Sciences, a cultural safety professional learning package to deepen cultural awareness and build cultural capacity of Aboriginal and Torres Strait Islander and non-Indigenous staff.

ACU Library

- Maintained, reviewed and strengthened the portfolio of Indigenous Knowings resources by:
 - Establishing a national ACU Indigenous Advisory group for Libraries
 - Installing Acknowledgement of Country plaques for six (6) ACU libraries
 - Auditing of existing records to review AUSTLANG codes developed by AIATSIS and applied an Indigenous Knowings filter to library collections of cultural knowledge
 - Reviewing of library collections using LTC criteria and tools
 - Introducing Library Guides to assist staff and advise students on Indigenous Knowings resources
 - Training library staff to evaluate new Indigenous Knowings titles
 - Installing library displays to celebrate First Peoples literature and observe important milestones
 - Organising yarning circles with students and staff to engage with Aboriginal and Torres Strait Islander perspectives
 - Inclusion of First Nations students in the inaugural Human Library event at Brisbane campus

Culturally safe spaces

- ACU incorporates inclusion of cultural perspectives of Aboriginal and Torres Strait Islander peoples through culturally informed policies and procedures that include:
 - The IHEUs staffed by Aboriginal and Torres Strait Islander peoples
 - Alternate entry pathways
 - Flexible study options that recognise family and community responsibilities
 - A range of ACU Scholarships and external scholarships for Aboriginal and Torres Strait Islander peoples
 - Accommodation scholarships for regional and remote students
 - Culturally inclusive curricula and teaching
- Culturally safe spaces (IHEUs) for students are located on five campuses with cultural and medicinal gardens now on three campuses. The new cultural garden at Strathfield Campus is available for use as a learning and teaching space. Brisbane and Canberra campuses utilise a dance circle and yarning circles.
- ACU has a commitment to ensuring that campuses are culturally safe. To enable this ACU has promotes and encourages procurement processes aligned with Supply Nation.

ACU Institutes

- ACU Institutes with Aboriginal and Torres Strait Islander peoples' and communities facilitated cultural understandings and knowledge perspectives. ACU's PM Glynn Institute developed policy documents and contributed knowledge from Indigenous voices and perspectives relevant to:
 - Attitudes to reciprocity and relevance to public life
 - Constitutional Recognition
 - History wars related to Australian Indigenous history
 - Palliative care services and impact on Indigenous communities

2.6 What was the impact of support through tutorial assistance and mentoring and other measures provided through your support unit?

- Students were supported as they transitioned to remote learning
- All students impacted by the pandemic were supported to progress their studies with majority of students course completing as scheduled

2.7 How does the university invest in the cultural competency of staff and students? How is it measured?

- The implementation of the Cultural Capability Report has enabled key themes to be addressed by seven (7) working groups. Each working group is chaired by senior executive staff member with majority of Aboriginal and Torres Strait Islander members including community representatives. The working groups have a university-wide responsibility to enable strengthened structural change in the key areas of:
 - Values and Principles
 - Accountability and Decision-Making
 - Community Engagement
 - Cultural Safety
 - Education
 - Research
 - Resources and Accountability
- All staff participate in the Cultural Awareness training during induction

2.8 What other broad strategies does the university implement to support student progression that does not rely on ISSP funding?

- [ACU Strategic Plan 2020-2023](#)
- [Reconciliation Action Plan](#)
- [Aboriginal and Torres Strait Islander Education Strategy \(Belonging\)](#)
- ACU Education Strategy
- ACU Student Retention Strategy
- Student Success Services
- In collaboration with IT Directorate, the First Peoples Student Management (FPSM) system development was reviewed and updated.

Table 2 Tutorial assistance provided in 2021

Level of study	Number of unique students assisted ⁶	Total number of tutorial sessions attended ⁷	Total hours of assistance ⁸	Expenditure ⁹ (\$)
Enabling	0	0	0	0
Undergraduate	143	1509	2,564.75	\$156,053.21
Post graduate	4	34	62	\$3,710.53
Other				\$18,413.51
Total	147	1543	2,626.75	\$178,177.25

3. Completions (outcomes)

3.1 What ISSP embedded strategies, activities and programs has the university implemented to improve award course completions of Aboriginal and Torres Strait Islander students?

- Career Development and Employability services – Key services include Application Assist, workshops and programs and Student Jobs on Campus
- Engagement with Graduates – Opportunities to reconnect with university through ACU Alumni engagement
- ACU Graduate Internship Program – HR employment and training opportunities for Aboriginal and Torres Strait Islander graduates
- Partnerships with key stakeholders and Faculties – Professional placements and coordinated events to connect students with employers including education providers and health agencies
- ACU Jobs on Campus and Student Ambassador programs
- ACU Student Success Services - Career Development Service: Connecting undergraduates with professional development opportunities

3.2 What new strategies has the university implemented in 2021 to support students' complete qualifications?

- Introduced UniHub student booking system to support ease of scheduling relevant student support services
- Review of ACU Student Graduate outcomes for inclusion of cultural understanding of Aboriginal and Torres Strait Islander peoples
- Introduced the Student Success Plan: A formal process with student to plan, guide, monitor and advocate for students' success
- Virtual initiatives developed to deliver holistic student support: Study Assistance, local IHEU newsletters, cultural engagement, health and well-being support, care and study packages and graduation packs mailed to students additional including exam supports

3.3 What was the impact?

- In 2021, 79 Aboriginal and Torres Strait Islander students course completed (67 undergraduate and 12 postgraduate programs).

3.4 What other broad strategies does the university implement that supports Aboriginal and Torres Strait Islander students complete their qualification that does not rely on ISSP funding? (Only one or two paragraphs are required)

During 2021, ACU reviewed and implemented university policies and initiatives to improve the student learning experience, student retention and student success of ACU students. 2021 strategies included:

- ACU Strategic Plan 2020 – 2023

- ACU Education Strategy – Guides the student learning journey by ensuring excellent educational experiences that meet the needs of all students.
- Aboriginal and Torres Strait Islander Success (Belonging) Strategy - Enables a consolidated university-wide approach for Aboriginal and Torres Strait Islander peoples' success, including strengthened culturally inclusive structures.
- ACU Aboriginal and Torres Strait Islander Cultural Capability Report – Guides the work of seven key working groups established to audit
- Widening Participation Strategy –Facilitates an inclusive approach to widening participation that encompasses traditional equity groups and Aboriginal and Torres Strait Islander peoples.
- ACU Enrolment Plan 2021-2026 Strategy and Objectives
- Advancement and Alumni Strategy 2020-24 - Creates opportunities to inspire lifelong alumni involvement through enhanced relationships with donors, partners and students and staff
- ACU Student Retention Strategy
- Student Employability Strategy

4. Regional and remote students

What support was offered through ISSP to regional and remote students, how were these students prioritised?

4.1 Strategies offered

- In addition to university wide and IHEU specific student support services, 22 Students from regional and remote communities were offered Accommodation Scholarships in ACU accommodation

4.2 Activities

- Offered opportunities for students to take up ACU Student Ambassador roles
- Connected students with ACU student programs and services to enrich the university experience and maintain health and well-being
- Promoted ACU services including Studiosity, Peer Assisted Study Sessions (PASS), Academic Skills and Student Enrichment programs
- Focused IHEU services to promote student well-being, resilience and pastoral care through engagement with Elders and Cultural mentors, connecting with peers, building confidence and offering the Study Assistance program

4.3 COVID Response

- Convened regular Health and Wellbeing online sessions to support students
- Mailed out student care and Exam packs to assist with online learning and online exams
- Offered COVID financial bursary
- Promoted Aboriginal and Torres Strait Islander Support and Yarning Services
- Convened face to face (as appropriate) virtual employment and career opportunities

- Care Packs mailed to rural and remote Aboriginal and Torres Strait Islander students in ACU Accommodation

Table 4 ISSP Scholarship data for remote and regional students¹⁰

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2020 Payments	\$15,152	11	\$261,728	18			\$276,880	29
B. 2021 Offers ¹¹	\$48,163	51	\$360,000	24			\$408,163	75
C. Percentage ¹² (C=B/A*100)							147.42%	
2021 Payments	\$48,163	51	\$81,819	16			\$129,982	67

5. Eligibility criteria

5.1. Indigenous Education Strategy

5.1.a. How has the university implemented its Indigenous Education Strategy under section 13 of the ISSP Guidelines?

- The University's Strategic Plan 2020 – 2023 provides the highest-level plan of the university and includes the practical implementation of the university's mission, vision and strategic priorities. ACU's broad university-wide work is grounded in mission, vision and strategic priorities and underpinned by three key focus areas: opportunity, innovation and ethics.
- ACU has met the requirements under section 13 of the ISSP Guidelines through the university's key whole of university strategies and ACU's Aboriginal Torres Strait Islander Success (Belonging) Strategy 2020. The Belonging Strategy aligns with ACU Strategic Plan 2020 - 2023, ACU Education Strategy, ACU Innovative RAP, ACU Aboriginal and Torres Strait Islander Peoples Employment Strategy 2020 and ACU Cultural Capability Report.

5.1.b. Increased the number of Aboriginal and Torres Strait Islander students enrolling, progressing and completing courses leading to higher education awards

- The ACU Strategic Plan 2020 – 2023 through the Key Performance Indicators (KPI) guide performance across the University's operations. Aboriginal and Torres Strait Islander student targets align with the Strategic Plan and are monitored and reported quarterly within the Portfolio programs, Enabling Frameworks and Organisational Unit Plans. Targets include:
 - Student participation number and rate

- Student retention and success numbers and rates
- Course completions
- Aboriginal and Torres Strait Islander staff participation

5.1.c. Promoted (facilitate, monitor and improve) the inclusion of Indigenous knowledge in curricula, graduate attributes, and teaching practices

- ACU is committed to an enabling environment to facilitate and sustain a strong culture of inclusiveness to increase cultural capability and competency and strengthen Aboriginal and Torres Strait Islander community engagement. The Education and Innovation Centre collaboratively with Aboriginal and Torres Strait Islander peoples, leads the university in building culturally safe learning environments, embedding Indigenous ways of Knowing, Being and Doing into curricula and increasing cultural capability of ACU academic staff.

Strategies include:

- Providing Teaching and Learning Grants to improve the embedding Aboriginal and Torres Strait Islander Knowings in curricula to prepare students to work interculturally and with respect and competence.
- Requiring Course conveners to demonstrate the inclusion of Indigenous Knowings in curriculum, specifically identifying units where this content is taught. This is a requirement for every undergraduate Bachelor course at the university.
- Reviewing and approving Course documentation through a series of course governance committees. These committees assessed the degree to which Indigenous Knowings are expressed in teaching content and assessed in individual units.
- Promoting excellence and innovation in First Peoples Knowings in the environment and sustainability which aligns with Stewardship of Creation in Catholic Social Thought.
- Implementing the Cultural Confidence Survey to better understand the confidence levels of academics in delivering culturally inclusive content.
- Continuous review of curricula and learning resources to facilitate delivery of cultural safe curricula using an inhouse evaluation tool.

5.1.d. Included other activities for students and staff that promote cultural competency in Indigenous cultures (and diversity across cultures). This can include how it is improving the cultural competency of all students and staff.

- Co-designed with Faculty Health Sciences, a cultural safety professional learning package was developed to deepen cultural awareness and build cultural capacity of Aboriginal and Torres Strait Islander and non-Indigenous staff.
- Identifying Faculty champions to promote within their discipline and support colleagues in embedding of Indigenous Knowings in courses and units.
- Maintaining a portfolio of culturally inclusive resources, rated for their utility and appropriateness.

5.1.e. Is the strategy current or being redeveloped? If being redeveloped what is the process and timeframe for completion.

- In 2019, ACU engaged an external consultant, to facilitate and develop an Institution-wide Cultural Capability Strategy. ACU Aboriginal and Torres Strait Islander Cultural Capability Strategy (Final Report) provided 27 recommendations across 7 different themes. A significant body of work throughout 2021 progressed developing ACU formal response to each recommendation ensuring strong alignment to current and future strategic initiatives to improve Aboriginal and Torres Strait Islander student success and staff success at ACU. The outcomes of the working groups will be completed by mid – 2022.

5.2. Indigenous Workforce Strategy

5.2.a. How has the university implemented its Indigenous Workforce Strategy under section 12 of the ISSP Guidelines?

- ACU's [Aboriginal and Torres Strait Islander Peoples Employment Strategy](#) includes measures of 3% employment target for Aboriginal and Torres Strait Islander peoples participation in professional and academic employment streams.
- In compliance with Clause 12 of the ISSP Guidelines ACU Aboriginal and Torres Strait Islander Peoples Employment Strategy's themes are:
 - To ensure it is a welcoming and safe workplace for Aboriginal and Torres Strait Islander staff that is grounded in the University's Catholic Mission and Values
 - To achieve 3% Aboriginal and Torres Strait Islander staff employment,
 - To develop and implement strategies that support workforce and individual development, participation, and involvement of Aboriginal and Torres Strait Islander staff.

5.2.b. Report progress against targets and milestones outlined in the strategy, discuss how these milestones show the strategy is achieving outcomes and where there are barriers.

- The Aboriginal and Torres Strait Islander Peoples Employment Strategy comprised of three themes and influence key result areas. The themes are Our Culture; Retain and Build Our Own and Investing in our people. These three themes were progressed and will be integrated into a new Aboriginal and Torres Strait Islander Peoples Employment Strategy during 2022.
- An ACU Cultural Awareness Workshop forms part of an ACU Onboarding Program, requiring new staff members to participate in a workshop within 6 months of appointment. A total of 19 Workshops were delivered in 2021. In total 255, ACU staff members attended the workshop.

5.2.c. Outline how the strategy has increased the number of Aboriginal and Torres Strait Islander people working at the university and progressed towards an Indigenous Workforce Target of 3 percent?

- In 2021, inclusive of continuing, fixed term and casual staff, 82 Aboriginal and Torres Strait Islander people had a form of employment over the year.
- The Employment Strategy progress is supported by the ACU Reconciliation Action Plan (2018-2021), Aboriginal and Torres Strait Islander Success Belonging Strategy (2020-23) and Cultural Capability Strategy Report (2020).
- Activity aligned to the Cultural Capability Strategy identified systems and process issues with recording cultural heritage and identified positions and thereby impacting Institutional capability for monitoring and reporting purposes. This has provided ACU with Institution wide overview to identify and prioritise gaps. Focussed work on creating additional Aboriginal and Torres Strait Islander identified positions classified as either inherent requirement or special measures is uplifting senior management support in progressing ACU's drive towards the employment target of 3 percent.

5.2.d. Outline how the strategy has increased the number of Aboriginal and Torres Strait Islander academics and supported their professional development and career advancement?

- An internal audit identified gaps in the number of Aboriginal and Torres Strait Islander academic positions and across ACU. Strategic initiatives occurred throughout 2021 to allocate funding and enable embedding of additional Aboriginal and Torres Strait Islander identified Academic positions across ACU.
- In 2021, inclusive of continuing, fixed term and casual staff, 36 Aboriginal and Torres Strait Islander people had a form of academic employment over the year.
- ACU's current suite of policies and learning programs provide access to resources dedicated to support professional and academic staff members to undertake professional development or enrol in programs to progress qualifications. Activities aligned to the Cultural Capability Strategy Report supported providing clarity and formal recognition of the cultural load and activities Aboriginal and Torres Strait Islander Academic staff undertake. As a result of an Academic Promotions Review in 2021 a new *Achievement to Relevant Opportunity Guideline* has been released and implemented to support career advancement.

5.2.e. Does the university employ one or more Indigenous senior academics, if so what is their position or positions, if not what is the strategy to fill this position and the expected timeframe?

- In 2021, ACU Workforce Profile includes 3 identified positions specifically targeted for Aboriginal and Torres Strait Islander peoples appointed at senior academic level. The Faculty of Health Sciences has two (2) targeted positions in place within Occupational Therapy and Allied Health appointed at Level D leading curriculum and pedagogy activities specific to each discipline. The National School of Education, located within Faculty Education and Arts has 1 targeted position appointed at Level D providing leadership with curriculum, pedagogy and research activities.

- The Centre for Education and Innovation within the Provost’s Portfolio, included an ongoing full time identified academic position at a senior level. The position leads Institutional wide activities embedding Indigenous Knowings and developing pedagogical practises.
- Two (2) positions are held by Aboriginal and Torres Strait Islander staff members appointed at senior academic level within ACU Institutes, both positions are research only focused.
- A Professorial appointment located within Institute for Positive Psychology and Education is held by an Aboriginal researcher.

5.2.f. Is the strategy current or being redeveloped? What is the process and timeframe for completion?

- ACU Employment Strategy is under redevelopment and consultation to evaluate existing strategy is occurring with Aboriginal and Torres Strait Islander staff and relevant ACU staff and Organisational Units. The revised Strategy will be approved and implemented in 2022.
- ACU’s [Aboriginal and Torres Strait Islander Peoples Employment Strategy](#) is available online.

Table 5.2 Indigenous workforce data (2021 breakdown) ¹³

Level/position	Permanent		Casual/contract/fixed-term	
	Academic	Professional	Academic	Professional
HEW 2				5
HEW 3		1		
HEW 4		2		1
HEW 5		7	1	
HEW 6		2		1
HEW 7		6		5
HEW 8		5		2
HEW 9		2		
Director, First Peoples Senior Staff				1
Associate Director, First Peoples Senior Staff				1
1011 (Study Assistants)				5
Academic Positions				
Level A	1			
Level B	8		2	
Level C	1			
Level D	4			
Level E	1			

AC003 (Sessional/Casual)			18	
Total	15	25	21	21

¹ While universities report on the number of Indigenous staff through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce. Record all Indigenous staff employed by the university, including those not working on ISSP-related activities. The numbers recorded here should be a headcount of staff and not the full-time equivalent. Insert additional lines as needed.

5.3. Indigenous Governance Mechanism

5.3 How has the university implemented its Indigenous Governance Mechanism under section 12 of the ISSP Guidelines?

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

5.3.a. ACU Aboriginal and Torres Strait Islander Education Committee (ATSIEC) membership

- ATSIEC consists of majority of Aboriginal and Torres Strait Islander persons (13 of 18 members), each of whom has skills and experience relevant to the role.

Aboriginal and Torres Strait Islander Committee Membership	Indigeneity*
Deputy Vice-Chancellor Ethics (Co-Chair)	
Director, First Peoples Directorate (Co-Chair)	*
Associate Director, First Peoples Directorate	*
Community Elder/Representative	*
Community Elder/Representative	*
Director, Centre for Education and Innovation	
Director, Student Success	
Manager, Learning and Teaching	
External University representative	*
Dean, Thomas More Law School	
National Manager, First Peoples Directorate	*
ISSP Project Officer, First Peoples Directorate	*
Coordinator, Yalbalinga Indigenous Higher Education Unit	*

Coordinator, Weemala Indigenous Higher Education Unit	*
Coordinator, Jim-baa-yer and Dhara Daramoolen Indigenous Higher Education Unit	*
Manager, Aboriginal and Torres Strait Islander Employment, HR	*
Postgraduate student representative	*
Undergraduate student representative	*

5.3.b. Aboriginal and Torres Strait Islander Education Committee (ATSIEC) Operation

- Two meetings were convened in March and November 2021

5.3.c. Main agenda items of ATSIEC included but were not limited to:

- 2020 ISSP Projects and Financial Acquittal
- 2021 ISSP applications and Budget forecast
- Implementation of the Aboriginal and Torres Strait Islander Cultural Capability Report
- Performance against the ACU's Aboriginal and Torres Strait Islander Belonging Strategy
- Performance against the ACU's Aboriginal and Torres Strait Islander Peoples Employment Strategy
- RAP Innovate reporting and RAP Stretch development
- ACU Graduate Attributes
- ACU student support services
- COVID 19 updates – Student success: wellbeing, progression, retention and completions

5.3.d. Governance Committee Responsibilities and Authority

ATSIEC Roles and Responsibilities:

1. To champion a learning culture that builds cultural capabilities, through the inclusion 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 evaluate, report and recommend on the University's Indigenous Education Strategy.
4. To evaluate, report and recommend on the University's Reconciliation Action Plan (RAP).
5. To evaluate, report and recommend the use of the University's Indigenous Student Success Program (ISSP).

5.3.e. ATSIEC Charter

- The ATSIEC charter is available online [ACU First Peoples Directorate, Strategies and government reports page.](#)

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

- Vice Chancellor Executive Board (VCEB): First Peoples Director, Board member

- University Consultative Committee (UCC): First Peoples Director, Committee member
- Academic Board (AB): First Peoples Director, Board member
- ATSIEC Co-Chair (First Peoples Director) has strategic leadership responsibilities
- Aboriginal and Torres Strait Islander peoples' involvement on key ACU committees include:
 - Faculty Boards
 - Xavier Centre Advisory Board
 - Courses and Academic Quality Committee
 - University Research Committee
 - Indigenous Research Advisory Panel (Chair)
 - ACU Reconciliation Action Plan working group
 - Admissions Committee
 - Digital Education Committee
 - University Learning and Teaching Committee
 - Student Experience and Retention Committee

5.3.1. Statement by the Indigenous Governance Mechanism

Consistent with subsection 17(2)(b) of the ISSP guidelines, ACU's Aboriginal Indigenous Governance Mechanism is the Aboriginal and Torres Strait Islander Education Committee. The Co-chair and Director First Peoples endorses the 2021 ISSP Performance Report and Acquittal Report.

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Additional information for completing the template

¹ This information provides for the number of students and cost of the scholarships expended in 2021. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2021 should be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

² This figures provide for the total number of students receiving scholarships and expenditure for those scholarships. For the student count, in cases where a student receives more than one scholarship, the student would only be counted once in the total (consequently the total figure may not be the sum of the preceding columns). For the expenditure, the total should be the total of the preceding expenditure columns.

³ Include payments to all enabling students, including remote and regional students.

⁴ Include payments to all undergraduate students, including remote and regional students.

⁵ Include payments to all postgraduate students, including remote and regional students.

⁶Total number of unique students supported by tutorial assistance (if students have attended multiple tutorial sessions, still count them as 1 student).

⁷ Record total number of tutorial sessions attended by students (each class a student attends counts as 1, the same student may attend multiple tutorial sessions throughout the year).

⁸ Record only hours of instruction received by the students (do not include staff planning or organising time).

⁹ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

¹⁰ Only record amounts which required payment during the 2021 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year. Note the data in this table is a subset of the scholarship data provided in Table 1.

¹¹ Record all verbal and written scholarship offers for the 2021 calendar year, including those offers that were not accepted by the student. Record the 2021 component of new scholarship offers and the planned 2021 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).

¹² This data confirms the university's compliance with Section 21(3) of the Guidelines.

¹³ While universities report on the number of Indigenous staff through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce. Record all Indigenous staff employed by the university, including those not working on ISSP-related activities. The numbers recorded here should be a headcount of staff and not the full-time equivalent. Insert additional lines as needed