

**Charles Sturt University
Indigenous Education Statement 2017**



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Participants in the Indigenous Access Program
Port Macquarie Campus, December 2017*

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INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Performance Report

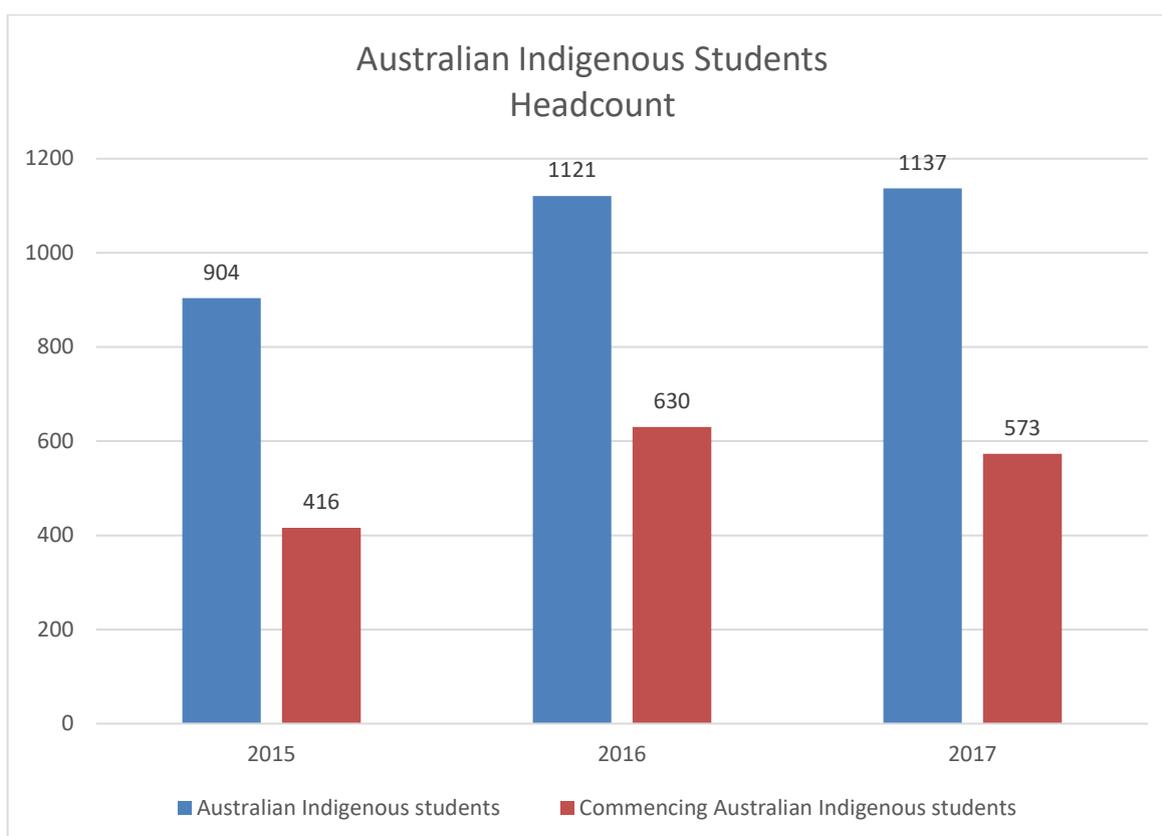
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Charles Sturt University (CSU) is guided by the Wiradjuri phrase ‘*Yindyamarra Winhanganha*’ meaning, ‘the wisdom of respectfully knowing how to live well in a world worth living in’. It’s a sentiment at the heart of CSU’s approach to education, and reflects the University’s ethos ‘for the public good’. CSU remains steadfast in its ongoing commitment to enhancing participation outcomes for Indigenous Australians in higher education. This commitment is congruent with the Closing the Gap initiative addressing Aboriginal and Torres Strait Islander disadvantage.

1. Enrolments (Access)

Australian Indigenous students

Headcount	2015	2016	2017
Australian Indigenous students	904	1121	1137
Non-Indigenous students (Domestic students only):	31785	33153	32673



Courses with highest levels of engagement by commencing Indigenous students:

- University Certificate in Workforce Essentials
- Bachelor of Social Work
- Associate Degree in Policing Practice
- Bachelor of Nursing
- Bachelor of Health Science (Mental Health)
- Bachelor of Social Science (Social Welfare)
- Bachelor of Criminal Justice
- Bachelor of Education (Birth to 5 Years)
- Bachelor of Educational Studies
- Bachelor of Clinical Practice (Paramedic)
- Bachelor of Communications (with Specialisations)
- Bachelor of Education (Early Childhood and Primary)

Postgraduate courses with highest levels of engagement by commencing Indigenous students:

- Graduate Certificate in Wiradjuri Language, Culture and Heritage
- Graduate Diploma of Midwifery
- Master of Social Work (Professional Qualifying)
- Master of Business Administration (with Specialisations)
- Master of Education
- Master of Information Studies (General)
- Master of Medical Radiation Science (with Specialisations)

Future Moves Danygamalanha Program

Danygamalanha is a program developed by the University which specifically targets Indigenous students with an aim to building aspiration for tertiary study. The program focuses on Aboriginal and Torres Strait Islander students from Future Moves (our aspiration outreach program) partner schools to build confidence and provide options toward further study.

Danygamalanha engages students through a series of activities designed to raise expectations that tertiary study is a realistic goal. These activities have a cultural focus along with introducing students to university and all that it offers. Community engagement and consultation is an important part of the program with support from Aboriginal Education Consultative Groups and local communities giving a strong and localised focus across all of our campuses.

Danygamalanha Program Outcomes

In 2017, Future Moves had 13,281 points of contact with school students; 23% of these could be identified as Aboriginal or Torres Strait Islander (i.e., where identification as Aboriginal or Torres Strait Islander was able to be recorded either through a survey or participation in Danygamalanha events specifically for Aboriginal or Torres Strait Islander students).

As part of Danygamalanha, Future Moves delivered Strong Moves, an intensive Aboriginal and Torres Strait Islander student program involving four weeks of sessions and an on campus, overnight camp at the end of the year. 100 participants took part in Strong Moves with 31 participants attending the end of year camp. Aspiration to attend university was high amongst Strong Moves participants and was strengthened throughout the program; 52% of participants indicated they wanted to go to university at the start of the program, increasing to 67% at the conclusion of the program.

In collaboration with Macquarie University, Future Moves also delivered nine National Indigenous Science Education Program (NISEP) involving 407 participants. 90% of the Year 9 student leaders rated the day as

useful and 49% said their desire to go on or finish school had increased as a result of their participation.

When Future Moves participants were surveyed pre and post workshops and events, statistically significant positive shifts were recorded in both aspiration to attend university and perceived likelihood of entry into university. More than one fifth of secondary school Aboriginal and Torres Strait Islander students participating in Future Moves/Danygamalanha activities recorded an immediate positive shift in aspiration (24%) and perceived likelihood of entry into university (28%). The proportions of Aboriginal and Torres Strait Islander students reporting these shifts was higher than other students on both measures.

These short term impacts appear to be translating into longer term impacts on enrolment at CSU among students from Future Moves/Danygamalanha partner schools, and this is evident on multiple measures. Since Future Moves' inception in 2012, the number of Aboriginal and Torres Strait Islander students from Future Moves/Danygamalanha partner schools enrolling at CSU through UAC/VTAC has nearly doubled (17 to 29), as has the proportion of Aboriginal and Torres Strait Islander students from Future Moves/Danygamalanha partner schools of all students enrolling through UAC/VTAC (16.5% to 29.3%). These shifts are illustrated in Figure 1.3.5 and Figure 1.3.6 below.



Figure 1.3.5: Number of Aboriginal and Torres Strait Islander students from Future Moves/Danygamalanha partner schools enrolling at CSU through UAC/VTAC

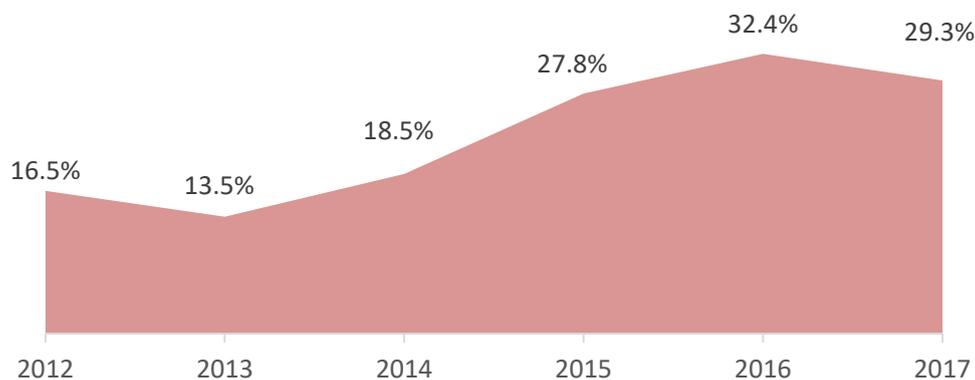


Figure 1.3.6: Proportion of Aboriginal and Torres Strait Islander students from Future Moves/Danygamalanha partner schools of all Indigenous students enrolling through UAC/VTAC

These measures highlight that across both its mainstream and Danygamalanha programs, Future Moves is improving access levels among Aboriginal and Torres Strait Islander students.

Scholarships

1a Scholarships (2017 breakdown)

Student category	Education Costs		Accommodation		Reward		Total/ Students Assisted	
	\$	No.	\$	No.	\$	No.	\$	No.
From Regional/ Remote - undergraduate	\$135,058.50	59	\$132,296.50	26	\$-	\$-	\$267,355	85
From Regional/ Remote - postgraduate								
Undergraduate (non- regional/remote students)	\$26,748	12	\$10,600	2	\$-	\$-	\$ 37,348	14
Post-graduate (non- regional/remote students)								
Other								
Total	\$161,806.50	71	\$142,896.50	28	0	0	\$304,703	99

Value of Scholarships awarded by the university to remote or regional students in the 2016 academic year (Section 21(3) in the Guidelines refers)	\$382,888.00
Value of Scholarships offered by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)	\$379,938.50

CSU meets the 95% of the previous year rule achieving 99.23% in 2017 which includes offered scholarships

In accordance with the Indigenous Student Assistance Grants Guidelines, Section 22 *Awarding Indigenous Commonwealth Scholarships* CSU gives priority to Indigenous students from remote or regional areas.

Development of the new Indigenous Student Success Scholarships program

In 2016 the University was advised that the Commonwealth Scholarships Program was being modified and combined into a single program to be known as the Indigenous Students Success Program. This change has allowed the University greater flexibility to create programs that target and retain Indigenous students and also the ability to utilize the funding to achieve greater outcomes for Indigenous students. In consultation with key stakeholders, the University has implemented a holistic scholarship program that enables the assessment of each student's individual needs and the ability to provide the appropriate support that those students need to attend university.

External scholarships

In 2017 the University administered an external grant as a pilot program in partnership with the NSW Department of Family and Community Services Aboriginal Housing Office (AHO). Seven students received a grant valued at \$10,000 each towards their accommodation/rent. This grant had very positive results and the University has sought similar funding in 2018.

Our grant recipients have provided positive feedback via survey data such as the following:

“The grant has meant that I have an additional \$250 a fortnight to help pay for my university expenses. It’s meant being able to start my final year and organize my last round of social work practical (500 hours) without the financial burden and pressure.”

Indigenous Access Program

The Indigenous Access Program (IAP) is designed to assess students’ academic readiness for university study and offer an alternative pathway and alternative study options such as the Diploma of General Studies.

The Program contains assessments designed to determine the literacy, numeracy and communication skills of participants. These determinants will then be the measurement of success in gaining an offer to study a Bachelor course at CSU.

Culturally appropriate and academically suitable presentations are built into the program, activities and assessments to ensure that participants feel confident and supported in their choice to study at university, in the field of study that they have chosen. These activities allow participants to learn about services, support mechanisms and meet staff within the university. The aim is to facilitate Indigenous student success through targeted access to services for Indigenous students, and strategies tailored to reduce attrition.

The IAP was offered across three campuses in 2017 at Wagga Wagga, Bathurst and Port Macquarie. All program offerings included both school leavers and mature-aged participants. Fifty-five students participated in the program, with 43 currently active students, 7 deferred and 5 declined. In the last two years, the amount of accepted offers through this crucial program have almost doubled, which is congruent with CSU’s commitment to enhancing participation outcomes for Indigenous peoples.

The Indigenous Paramedic Success Program

The Indigenous Paramedic Success Program (IPSP) aims to provide pathways leading to success for any Indigenous Australian considering a paramedic career through CSU.

The program focusses on student access, retention and success. Specifically it is designed to provide routes of access to a paramedicine degree and/or other study and career options through culturally appropriate and academically suitable presentations, activities and hands on testing and assessments to ensure that the participant is ready for university life. The program engages with students and facilitates acceptance of offers and sets students up for success by closely case managing to identify strengths and weaknesses early, and providing effective support or referral to services that promotes student success.

The IPSP was held on the Port Macquarie campus in February of 2017. Fourteen participants attended and completed the program, 13 of whom accepted their offers. Eleven students are still actively studying at CSU.

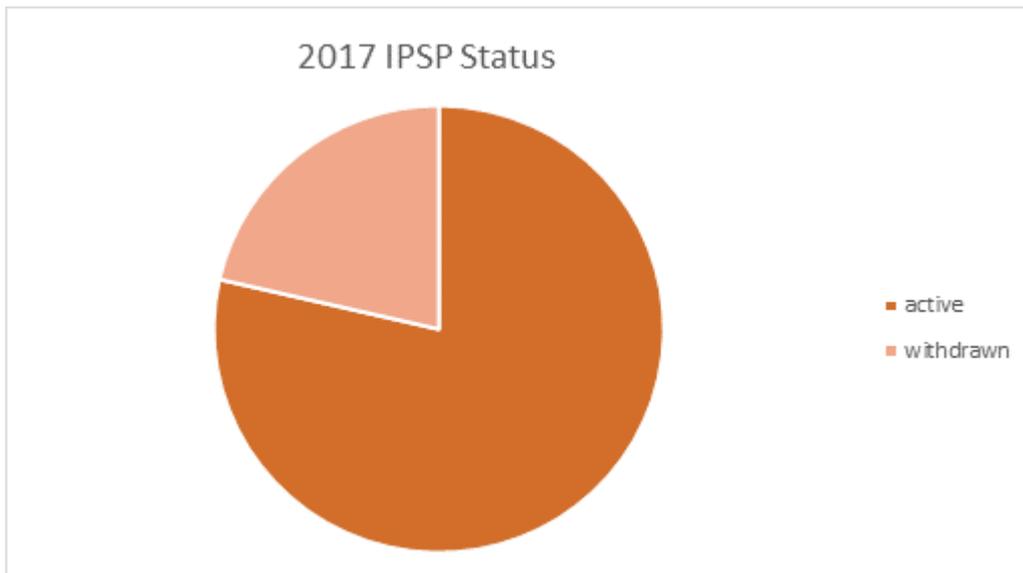
Attended and completed: 14

Offers accepted:13

Offers Lapsed:1

Active:11

Withdrawn: 2



University Certificate in Workforce Essentials (UCWE)

CSU delivers in partnership with the NSW Police Force the Associate Degree in Policing Practice (ADPP). As a first step in joining the NSW Police Force and prior to enrolling in the ADPP, students complete a foundation level program – the University Certificate in Workforce Essentials (UCWE). A joint initiative between CSU, the NSW Police Force and TAFE NSW is the Indigenous Police Recruiting Our Way Delivery (IPROWD) Program for Indigenous students who are seeking to study the ADPP and join the Police Force.

In 2017 there were two cohorts of students in the UCWE that included Indigenous Police Recruiting Our Way Delivery (IPROWD) students:

Indigenous (IPROWD) cohort

- 33 students enrolled
- 1 student withdrew before Census
- 5 students failed
- 27 students passed
- Student accommodation (if required) and travel funded by IPROWD
- Teaching staff funded by CSU
- IASP was available and utilised by students

Indigenous (IPROWD) students in mainstream/Indigenous cohort

- 10 Indigenous students enrolled
- 2 students withdrew before Census
- 4 students failed
- 4 Indigenous students passed
- Students' accommodation (if required) and travel funded by IPROWD
- Teaching staff funded by CSU

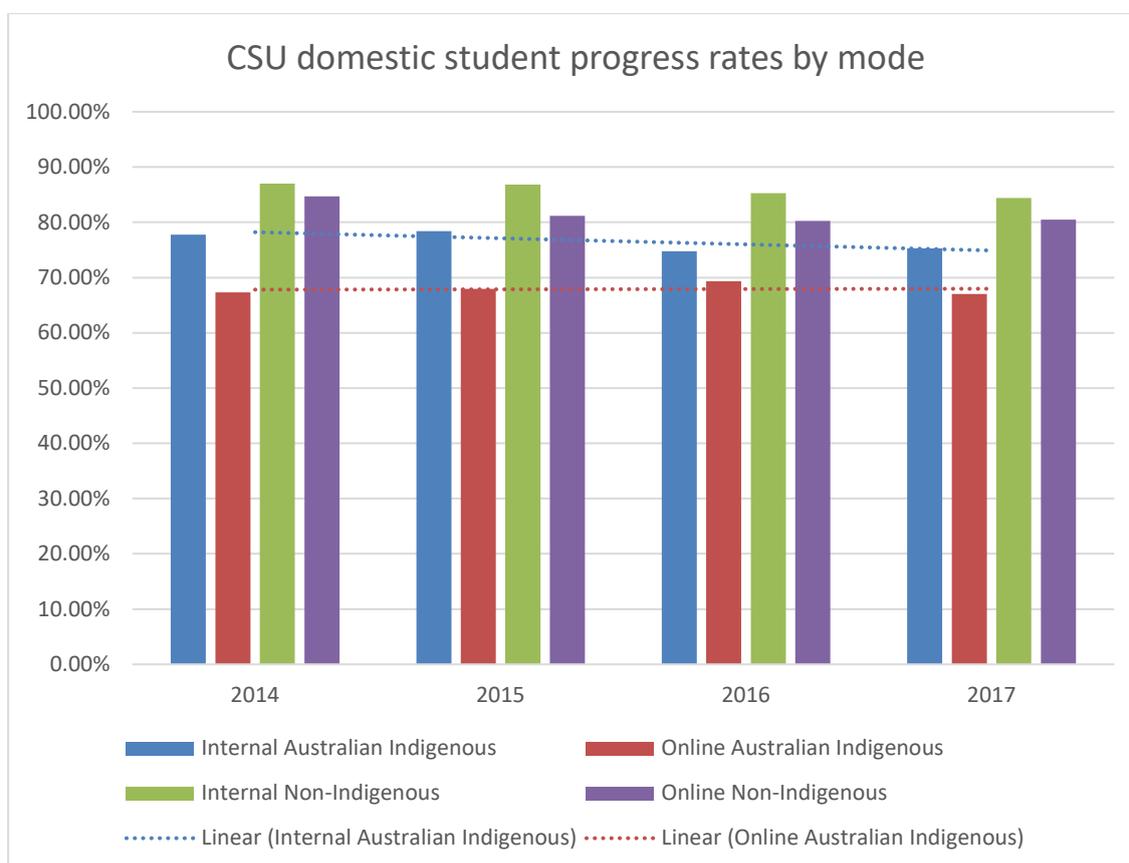
The Indigenous Academic Success Program (tutoring) was available and utilised by students.

2. Progression (access and outcomes)

Progress Rate comparison

Progress Rate	2014	2015	2016	2017
Australian Indigenous students	73%	73%	72%	71%
Non-Indigenous students	84%	84%	83%	83%

The table above shows that the progress rates for Indigenous students are steady over the last three years, the rates for Indigenous students is still 12% below CSU domestic Non-Indigenous students.



The trend for online Indigenous students is improving since 2014 however, the differential between Indigenous and non-Indigenous students remains significant with internal Indigenous students' progress improving from 74.76% in 2016 to 75.29% in 2017 whilst online progress has dropped in the same period from 69.35% to 67%.

Strategies to improve success and retention of Australian Indigenous students

The **Indigenous Student Centres (ISC)** are located on Bathurst, Wagga Wagga, Port Macquarie, Dubbo, Albury and Goulburn campuses. Student Liaison Officers (Indigenous) are located in each Centre with recently established positions of Indigenous Success Officers located at Bathurst and Wagga Wagga.

The Centres provide a comfortable and culturally appropriate environment for students to work on their studies with access to computers and printing. Support is also provided for online students during residential school periods. Staff in a student facing role are the first point of contact and provide support in a number of areas linking students with key academic and emotional support teams across CSU. Regular contact is made both in person and online to ensure student awareness of all services available to them.

A number of activities and events occur throughout the year with a focus on engagement, leadership and culture.

Symbol	Indigenous Student Centre and Location	Meaning	Staffing
	Winan Gidyal Albury Wodonga Campus	<i>Learning/Knowledge</i>	<ul style="list-style-type: none"> ▪ Student Liaison Officer (indigenous) ▪ Learning Adviser (Indigenous) ▪ Administrative Assistant
	Wammarra Bathurst Campus	<i>To build one's education</i>	<ul style="list-style-type: none"> ▪ Director ▪ Student Liaison Officer (Indigenous) ▪ Learning Adviser (Indigenous) ▪ Indigenous Success Officer
	Barraamielinga Dubbo Campus	<i>To provide</i>	<ul style="list-style-type: none"> ▪ Student Liaison Officer (Indigenous)
	Maliyan Goulburn Campus	<i>Symbol of law and justice</i>	<ul style="list-style-type: none"> ▪ Student Liaison Officer (Indigenous)
	Ngarralbaa Port Macquarie Campus	<i>Place of learning and knowledge</i>	<ul style="list-style-type: none"> ▪ Student Liaison Officer (Indigenous) ▪ Learning Adviser (Indigenous)
	Ngungilanna Wagga Wagga Campus	<i>To exchange/give to one another</i>	<ul style="list-style-type: none"> ▪ Manager ▪ Student Liaison Officer (Indigenous) ▪ Learning Adviser (Indigenous) ▪ Indigenous Success Officer

Orientation Week

A number of orientation events occurred across the Indigenous Student Centres in 2017 including formal commencement ceremonies, stalls at market day where students have opportunities to meet with staff and gain any information needed, Welcoming Ceremonies for students at the Centre, guest speakers, lunches and morning tea, Faculty information and support sessions, social engagement activities, Smoking ceremonies, cultural sessions.

Approximately 180 Indigenous students attended these sessions across all campuses with feedback positive and recommendations taken on board for 2018.

Indigenous Student Leadership Conference

Thirty Indigenous students participated in the inaugural **Indigenous Student Conference** in 2017. The conference was held at the Dubbo Campus and provided students the opportunity to attend workshops, listen to guest speakers and meet with local Elders.

Students were given the chance to provide feedback and voice their opinions across three days where the focus was not only on leadership but working towards strategies that can build Indigenous student success. Also linked into the program were a number of cultural sessions where students had the opportunity to participate in Yarning Circles and also having the chance to listen to local Elders from the Dubbo community.

A highlight of the conference was the presentation from key note speaker Stan Grant Jnr who was very well received by all in attendance. The evaluation of the program was very positive and a solid platform has been built for future conferences.



*Dr Stan Grant Jnr
Chair of Indigenous Affairs, CSU
Indigenous Student Leadership Conference, Dubbo*

NAIDOC Day Celebrations

Each Centre has a localized approach to significant cultural events such as NAIDOC Day. Linkages with local Indigenous community involvement were key to the celebrations success.

Local Elders and community members have an opportunity to attend the Indigenous Student Centres and talk with students and staff. Welcome to Country and Smoking Ceremonies are performed throughout the day.

These ceremonies provide a wonderful opportunity for the continued development of relationships between CSU and the local Indigenous communities across the footprint, including wider University students and staff.



Uncle Bill Dinawan Dyrribang (old man emu) Allan and Yanhadarrambal (Wanderer) Flynn Winhangarra, Orange Campus

Weekly Study Nights

Study Nights provide the opportunity for students to attend the Centres and participate in sessions on a weekly basis. In collaboration with the Learning Advisors, each session is setup with a different focus particularly around the existing support services that are available to Indigenous students across CSU.

A number of staff and academics attended these sessions in 2017 including Academic Literacy, Learning and Numeracy (ALLaN) staff, library, counselling, tutors and Course Coordinators. Students had the chance to provide feedback and each session was tailored around this. These sessions ran for 2-3 hours on varying days across the Centres in Wagga Wagga, Albury, Bathurst, Port Macquarie with Dubbo.

Students not only have the opportunity to engage with staff but also to meet and socialize with new people they may not have met before and the setting provides a relaxed atmosphere where a meal and a chat can be just as important. Over 100 students attended the Study Nights sessions in 2017.

Indigenous University Games

The **National Indigenous Tertiary Education Student Games (NITESG)** began in 1996 as a joint class project between thirteen students enrolled in a Diploma of Aboriginal Studies (Community Recreation) at the then Wollotuka School for Aboriginal Studies, University of Newcastle. In 2017 Deakin University at Geelong hosted the Games. Sports played included basketball, netball, volleyball and touch football.

The Games are managed by Australian University Sport. Prior to 2017 CSU had not had a presence at these games for over six years.

Eleven CSU students attended the games from across NSW. In 2018, 22 students will be representing CSU

with the Games to be held in Sydney.

The games provide a great opportunity for students to represent themselves and their communities along with meeting new people and having the chance to grow personally and build confidence.



*Staff and students
2017 Indigenous University Games
Geelong, Vic*

Reconciliation Week

A number of events were held throughout **Reconciliation Week** again with a localized focus on each campus. Both Indigenous and non-Indigenous staff and community members are encouraged to attend these events which are generally held in the Indigenous Student Centres.

Local Elders played a prominent role in these events.

The number of staff and community who came along to these events in 2017 provided a great opportunity to come together and build relationships.



*Charles Sturt University staff
Albury Wodonga Campus*

Indigenous Cultural Competency Program

In 2017, CSU's Division of Learning & Teaching provided cultural competency for staff via five approaches:

1. Indigenous Cultural Competency Program – 400 staff actually completed the training. In 2017; 60 new CSU academics completed the ICCP Graduate Certificate; 30 CSU academics participated in the 'on country immersion experience'.
2. Graduate Certificate in Learning & Teaching in Higher Education – compulsory for academics new to CSU, approximately 60 each year, this certificate contains as a compulsory module the Indigenous Cultural Competency Program
3. On Country Immersion Experiences – approximately 30 staff each year
4. Support for Course Directors to align all undergraduate degrees to the Indigenous Cultural Competency Framework – the CSU Indigenous Australian Content in Courses Policy states that it is mandatory for all courses to be compliant by 2020 – the Indigenous Curriculum Working Party was formed in 2017 to develop an Implementation Plan to ensure CSU meets this target; 60 courses are compliant or close with the final year to achieve compliance in 2020.
5. Learning resources for inclusion in CSU courses –a specific Indigenous Collection has been created in CSU's Learning Object Management System

Indigenous Australian Content in Courses Policy

Courses that are taught to an international cohort that do not incorporate Indigenous Australian content from domestic programs, and professional courses of less than one year are exempt from this policy. As of 2017 there are 71 subjects approved by the Indigenous Board of Studies across all three Faculties: Arts and Education; Science; Business Justice and Behavioural Science.

The two core Indigenous Australian Studies subjects that are designed, delivered and administered by the School of Indigenous Australian Studies (SIAS) are:

IKC100: Indigenous Health. Student enrolments in IKC100 have increased from 400 in 2015 to 720 student enrolments in 2017. This subject introduces students to Indigenous Australian perspectives on health and wellbeing, and Indigenous community controlled models of health care. It explores the

underlying historical, political, social, economic and cultural factors contributing to contemporary Indigenous ill-health and considers relationships between race, racism and health care to further explain Indigenous health outcomes. Students will apply a cultural competence approach to personal and professional models of health.

IKC101 Indigenous Cultures, Histories and Contemporary Realities. IKC101 was re-written in 2017 with student enrolments at 1205 in 2017. This subject develops knowledge of Indigenous Australian peoples' varied and diverse realities. It will enhance understandings of the effects of historical and contemporary policy and practices on the lives of Indigenous Australian peoples. It examines a range of social, cultural, historical, and institutional factors that impact on the contemporary experiences of Indigenous Australian and non-Indigenous Australian peoples using a relational framework. It develops skills in critical thinking, reflection, and analysis for reflexive practice within diverse professions.

Number of programs in which IKC100 or IKC101 is offered as a foundation or elective subject

Year	Number of Programs	Number of Students
2014	13	1,164
2015	41	1,600
2016	41	1,135
2017	35	1,927

In addition to the above, SIAS academics teach into a range of elective and hybrid subjects in CSU degree programs. In 2017, these subjects totaled 20, with a total enrolment of 2,571 undergraduate students. Academics from the Faculty of Science, School of Community Health are redesigning subjects in consultation with the School of Indigenous Australian Studies to build cultural competency for Physiotherapy, Occupational Therapy, Podiatry, and Speech Pathology students.

Summary	No. Undergraduate students		
	2015	2016	2017
Indigenous Australian Studies Subjects	2,011	1,996	2,571
Hybrid Indigenous Australian Subjects	1,597	1,703	1,640
Discipline-specific Indigenous Australian Studies	N/A	N/A	2,378

The increase in participation from 2016 to 2017 reflects a significant increase.

Australian Indigenous Student receiving tutorial assistance in 2017

The **Indigenous Academic Success Program (IASP)** is a Program that offers a suite of study services for all Indigenous students studying at CSU. Formerly known as the Indigenous Tutorial Assistance Scheme (ITAS) and the Indigenous Student Success Program, the IASP aims to provide Indigenous students with the skills and confidence to be successful in their academic studies.

Available online and on campus, the Program offers expert content tutoring, access to Study Centres, and

Learning Advisers (Indigenous) to all Australian Indigenous students. The Learning Advisers (Indigenous) are available online and on the Albury, Bathurst, Port Macquarie and Wagga Wagga campuses. In 2018 this service will be extended to include the Dubbo campus.

The Program has been effective in meeting its outcomes. An evaluation was undertaken of the Program using a combination of qualitative and quantitative methods. Analysis of data collected in this process shows that the Program is effectively meeting its short and medium term outcomes. Importantly, the key outcome of improving progress rates is shown through positive correlations between Program participation and progress rates (80% among participants against 68% among Indigenous non-participants).

In 2017, 466 Indigenous students opted into the IASP to receive content expert tutoring. Of those students, commenced tutoring with their allocated tutor. This number accounts for 39% take up among all eligible Indigenous students at CSU, a figure which is a 63% increase over the 2016 take up figure of 24%.

The IASP audience for 2017 remained as being all Indigenous students, both online and on campus. The tutoring aspect of the Program allowed for all undergraduate students to access expert content tutors. Tutoring was also offered to the following cohorts of Indigenous students:

- Graduate Certificate in Wiradjuri Language, Culture and Heritage
- University Certificate in Workforce Essentials

In 2017 there were also three postgraduate students who were provided tutors based on extenuating circumstances. In each case supporting documentation was provided by CSU staff outside the IASP team.

The recruitment of tutors consisted of current tutors, CSU staff (particularly academic staff) and CSU alumni. IASP and ISC staff also used personal networks to recruit tutors to the Program.

Audiences in regards to the process of allocating tutors were largely the faculty. As faculty staff were required to approve tutors through Academic Workflow Manager, we relied on a range of faculty staff to process those tutor registrations. The IASP team used a *faculty contact sheet* in order to follow up on any pending tutor registrations.

Regarding outputs in terms of participation, qualitative findings indicate a good level of awareness about the Program, even among non-participants.

In line with the growth in student uptake in the Program, we have seen an increase of the successful allocation of students to tutors. In 2017 there were only 3 accounts of a student requesting tutoring and not actually being allocated to a tutor: one was for one subject but the student received tutoring in their other subjects and two for session 201790 who have asked for face to face tutors in a specific area and the IASP team are still working on finding a registered tutor. In each case the students were offered Online tutors and declined. In collaboration with the ISC staff, weekly Study Nights were featured on the Albury, Bathurst, Dubbo, Port Macquarie and Wagga Wagga ISC's. The IASP Learning Advisers (Indigenous) provided academic assistance at those Study Nights for both Online and on campus Indigenous students.

IASP Learning Advisers (Indigenous) were located on Albury, Bathurst, Port Macquarie and Wagga Wagga campuses in 2017 to provide both Online and on campus students with general academic support. These staff were contracted for a maximum of 30 hours over both sessions 201730 and 201760. Over 2017 there were 255 Learning Adviser Appointments recorded in Talisma.

The IASP remained active in the online space in 2017 by continuing the use of an Interact 2 site for both tutors and students. These sites allowed us to communicate with both tutors and students and provided a space where the IASP could share links to other areas of support available to staff (IASP tutors) and students at CSU. Students who had participated in the Program generally reported positive impacts against all stated short and medium term outcomes as per the Program Logic. While care should be taken

in interpreting these results, the counterfactual groups (those who did not participate in the Program) did not report or demonstrate the same impacts as reported by beneficiaries of the Program.

Importantly, the Program appears to be highly effective in driving a sense of connection with CSU. Students who participated in the Program reported that the Program was effective in creating a sense that they were part of a community at CSU, often coupled with the Indigenous Student Centres. It should be noted that this effect was strongest amongst on campus students who connected with tutors face-to-face. While some online students did report this, it was often tempered by a broader sense of being isolated from regular activities at CSU. While it is too early to ascertain whether the Program has had a positive impact on Indigenous students' retention and graduation rates, the impacts demonstrated in the short to medium term clearly support the hypotheses represented by the Program theory and logic. Students who participated and were interviewed during the qualitative evaluation phase were demonstrably more confident in their studies – both generally and in subject-specific contexts – than those interviewees who did not participate in the Program. This was borne out in official data showing differences in progress rates, and in self-reported grade performance.

Given the close correlation between progress and completion, it is therefore likely that this Program is contributing in a positive way to overall retention and success among those students who use the service. Work may be required, however, to ensure that all Indigenous students at CSU are materially aware of the positive impact the Program could have on their studies.

2a Tutorial and other assistance provided (2017 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance (estimate)	\$
Tutorial assistance	Undergraduate	287	8,292	
	Post graduate	2	58	
	Other	94	2,716	
	total	383	11,066	\$423,120
Indigenous Academic Success Program	Learning Adviser (Indigenous)	255 appointments	128hrs	\$134,254
	Number of appointments			
	total			\$557,374

3. Completions (outcomes)

There has been an overall growth in completions from 2016 to 2017 and whilst the bachelor degree is strong, participation in postgraduate study has expanded from 21 courses to 38 which includes the Graduate Certificate in Wiradjuri Language, Culture and Heritage course.

	2016	2017
<i>Aboriginal and Torres Strait Islander students: (Higher Degree)</i>	10	18
<i>Non Aboriginal and Torres Strait Islander students: (Higher Degree) - Domestic</i>	1,320	1,204
<i>Aboriginal and Torres Strait Islander students: (Other postgraduate)</i>	33	47
<i>Non Aboriginal and Torres Strait Islander students: (Other postgraduate) - Domestic</i>	1,359	1,367
<i>Aboriginal and Torres Strait Islander students: (Bachelor degree including Graduate entry and Honours)</i>	85	82
<i>Non Aboriginal and Torres Strait Islander students: (Bachelor degree) - Domestic</i>	3,322	3,131
Total Aboriginal and Torres Strait Islander	128	147

Additional data is provided below to show completions in other undergraduate courses, such as the Policing program.

Other Undergraduate	2016	2017
Associate Degree (policing)		
<i>Aboriginal and Torres Strait Islander</i>	17	20
<i>Non Aboriginal and Torres Strait Islander</i>	566	454
Diploma/Associate Diploma		
<i>Aboriginal and Torres Strait Islander</i>	8	3
<i>Non Aboriginal and Torres Strait Islander</i>	66	85
Other award course		
<i>Aboriginal and Torres Strait Islander</i>	2	-
<i>Non Aboriginal and Torres Strait Islander</i>	9	7
Total Indigenous students	27	23

As well, the table below shows that CSU Indigenous student completions constitute 2.7% of the CSU domestic student population.

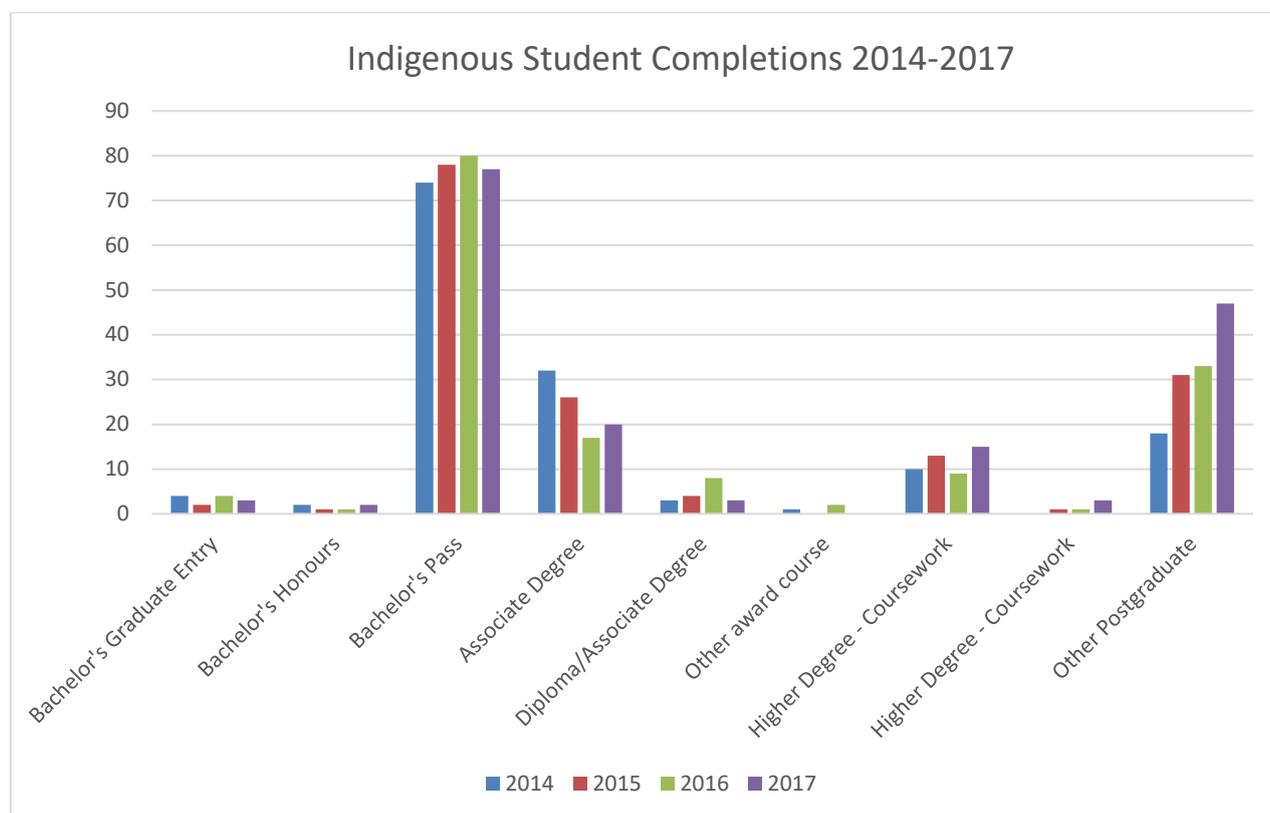
	2016	2017
CSU Domestic Non Aboriginal and Torres Strait Islander students award course completions	6,639	6,197
CSU Aboriginal and Torres Strait Islander students award course completions	155	170
Percentage Indigenous students	2.3%	2.7%

This is an important outcome as National data shows that while 1.5% of domestic students are Indigenous, only 2.7% of award completions are Indigenous.

Also important is that these completions encompass the range of course levels, including:

- 13.5% at Associate Degree/Diploma level (reflecting our involvement in NSW police training);
- 48.2% at Bachelor level; and
- 38.3% at Post Graduate level (Indigenous post graduate students include research higher degree students at Masters and Doctoral levels) demonstrates growth in post graduate studies at CSU.

Although completions is a longer term measure, a numerical upwards trend has been recorded at CSU since 2014 (see chart below)



This trend would indicate that the whole of University approach adopted by CSU, which has at its core Indigenous Student Centres, is making inroads.

The Indigenous Student Centre team work closely with the Career Development Service throughout the year. Study nights are held during the year with the Careers Team regularly delivering workshops, giving career advice along with providing support for possible work experience placements that relate to their studies. Students are encouraged to access the Careers Development Service early in their studies as a commencing student. The Indigenous Student Centre staff refer students to the Career Development Service team and includes their first year after course completion for general career advice such as resume reviews and job interview tips. Also, the opportunity to work with Local Aboriginal Community organisations during this process, Indigenous students have been able to gain work experience and fulltime employment after completing their degree.

A case management strategy is to be implemented by staff to work with graduates around career options and students plans moving forward in the field they would like to be involved in, creating opportunities relating to their degree in terms of the location they would like to work (if they need to relocate) etc. Students would then be followed up and given support as required.

Graduation

Graduation Ceremonies are a proud event for Indigenous students and families after completing their University studies. In 2017, 170 students graduated across all campuses. All ISC staff were involved in the week organizing celebration events, volunteering and offering support to students both in the lead up and during graduation day itself. Graduation Day provides the chance to celebrate all the hard work and positive relationships that have been built up over time.

ISC staff provide assistance as above to have students working towards the completion of their studies. Graduation is a significant event for Indigenous students with staff providing support in the lead up as well as on graduation Day.

Successful completions by Indigenous students as per the 2017 data indicates the support that is provided by all staff is crucial in getting students to this point.

Local campuses set up and run events to celebrate Indigenous student success as well as including family members in the process. Having staff involved is seen as a huge positive as relationships have been built for all across the student life cycle. 25 students received a Graduation Grant in 2017 to enable family members and themselves to attend Graduation Ceremonies to celebrate their success at University.



4. Indigenous Education Strategy accessible by public

The Indigenous Education Strategy was refreshed in 2017, pending a full review currently underway in 2018. The Review is being undertaken by the Office of Indigenous Affairs, led by Pro-Vice Chancellor – Indigenous Education, Professor Jeannie Herbert AM, and will ensure that the Strategy is fully updated in line with the Universities Australia Indigenous Education Strategy. The current revised Strategy is publicly available here:

<https://arts-ed.csu.edu.au/schools/indigenous-aust-studies/education-strategy>

Charles Sturt University has met the requirements of section 13 of the ISSP Guidelines through this Strategy, which contains key performance indicators in a variety of areas including participation, incorporation of Indigenous content in curriculum, cultural competency, Indigenous research, and Indigenous employment. KPI 1 relates to CSU's priority of increasing Indigenous enrolments, when it states:

Charles Sturt University to increase the total number of Indigenous Australian students participating in higher education at Charles Sturt University to at least 3% by 2015 and thereafter at a rate greater than 50% above growth rate of non-Indigenous student enrolments.

The Incorporating Indigenous Australian Content in CSU Courses policy was ratified by Academic Senate in October, 2015 and provides the framework for the classification of Indigenous Australian content and the responsibilities of Faculties and Schools in developing and delivering this content. This Policy confirms the 2008 Indigenous Education Strategy (IES) as the foundation of current strategic directions and initiatives in Indigenous Education. There are 36 recommendations and five institutional Key Performance Indicators in the Strategy which continue to provide a comprehensive framework for a whole-of-institution approach to Indigenous education founded upon the principles of cultural competence, social justice and reconciliation; thus positioning Charles Sturt University as a lead institution in the higher education sector in this regard. The four key performance indicators relevant to this report are:

KPI 1. Charles Sturt University to increase the total number of Indigenous Australian students participating in higher education at Charles Sturt University to at least 3% by 2015 and thereafter at a rate greater than 50% above growth rate of non-Indigenous student enrolments.

KPI 2. All Charles Sturt University undergraduate programs incorporate Indigenous Australian content by 2020 in accordance with the Indigenous Australian Content in Courses Policy.

KPI 3. Charles Sturt University continues to build a national and international reputation for its scholarship and success in embedding cultural competence within all its undergraduate professional programs.

KPI 4. Under the Charles Sturt University Research Narrative (revised 2017) deliver sustainable research programs that will empower Indigenous people through high-quality education and ground breaking research. The Research Narrative will underpin strategies to enable Indigenous health and education research, Indigenous self-determination research and a focus on Indigenous knowledge and connection to Country. The research programs will be inclusive of Indigenous researcher staff and Higher Degree by Research students, and non-Indigenous researchers with expertise that can strengthen these focus areas.

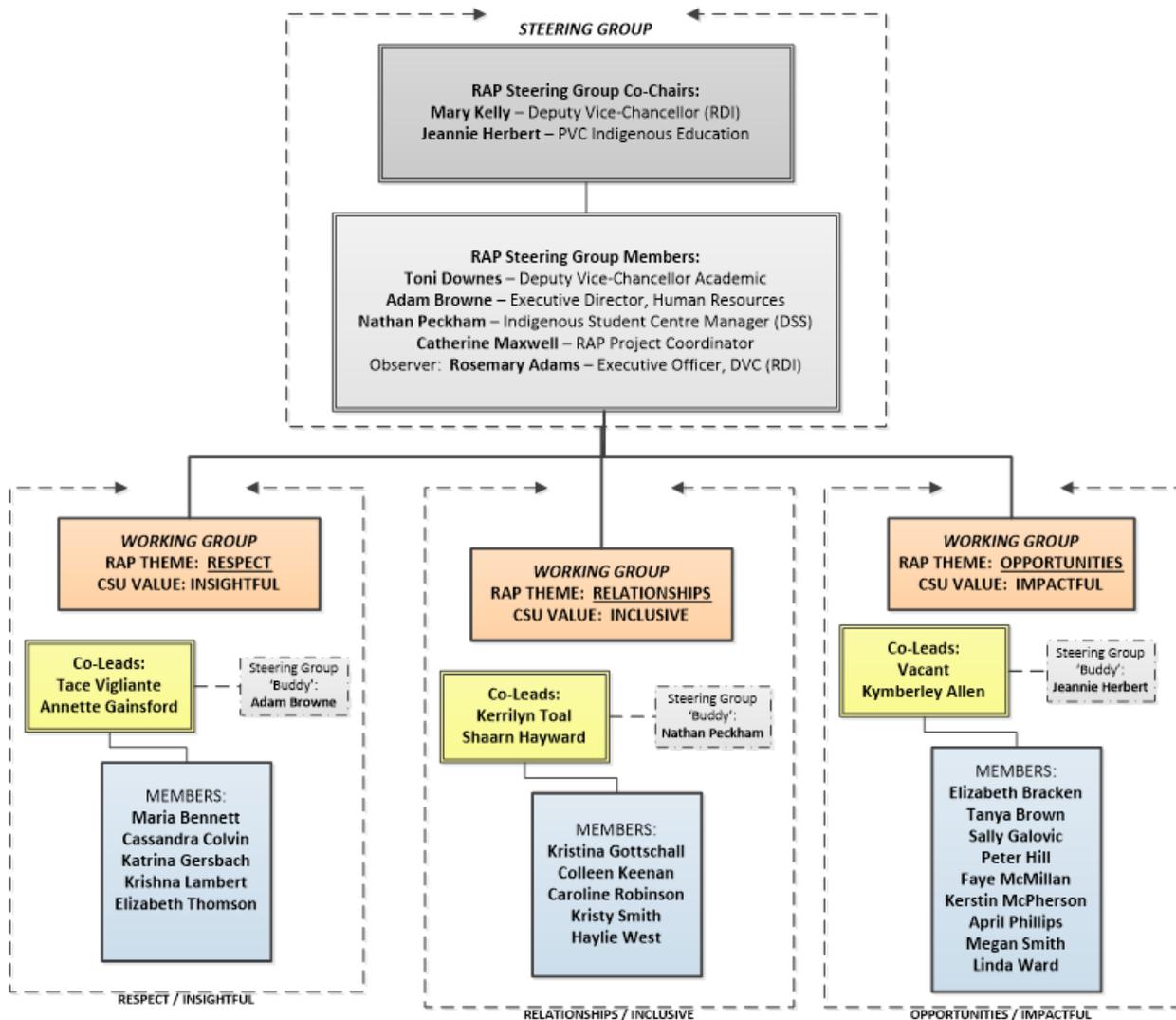
KPI 5. Consistent with the Charles Sturt University Indigenous Employment Strategy the University increase the number of Indigenous staff employed in continuing and training positions at Charles Sturt University to at least 3% by 2017 and specifically beyond 2% for Indigenous Academic Staff.

Reconciliation Action Plan

Charles Sturt University commenced its reconciliation journey in 2004 with an agreed and signed Reconciliation Statement. In May 2017 a part-time RAP Project Coordinator was appointed. The journey so far has led to the creation of a RAP Steering Group and three RAP Working Groups. The RAP Working Groups are set up under the main themes of the RAP – Respect, Relationships, Opportunities. These three themes align with the broader CSU values of Insightful = Respect RAP theme; Inclusive = Relationships RAP theme and Impactful = Opportunities.

The three working groups consist of a mix of students and staff who have made significant headway and contributing their ideas towards ‘Our CSU RAP’ and in early 2018, initial conversations commenced with Community Elders in each campus location. Receiving advice from the Elders and Communities will provide the University with a way forward for more formal community consultations. The proposed timeline for ‘Our CSU RAP’ is to complete and have received approval from Reconciliation Australia by the end of 2018. For an overview of the journey to date, please refer to the ‘Our CSU RAP’ webpage: <https://www.csu.edu.au/division/deputyvc/rdi/reconciliation-action-plan>

Membership and structure of ‘Our CSU RAP’ Steering Group and Working Groups is represented below:



5. Indigenous Workforce Strategy accessible by public

Indigenous Employment Strategy

The CSU **Indigenous Employment Strategy** was first implemented in 2005 with reviews taking place in 2008, 2011, 2015 and a plan to review the Strategy again this year to encompass 2018. It is likely changes will be limited at this point as we are currently developing 'Our CSU RAP' which will impact on documents already in place. The current Strategy is from 2016 – 2017 and will be put to the Indigenous Employment Strategy Advisory Committee (IESAC) at the first annual meeting in March 2018 for review and approval.

The Indigenous Australian Employment Strategy at CSU, already reflects the requirements of section 12 of the ISSP funding guidelines. The appointment of a Pro-Vice Chancellor took place in January 2014 and the Strategy remains focused on increasing the proportion of Indigenous Australian staff to a representation of 3% of the total staff population and the proportion of Indigenous academic staff to 2%. Under the current strategy the expected outcomes are: a. An equitable and diverse workforce; b. A workforce that is culturally aware and safe for Indigenous staff and students; c. Strengthened partnerships and connected communities; and d. Indigenous staff retention, satisfaction and equitable employment. The current Strategy can be found in the CSU Policy Library, accessible to all staff:

<https://policy.csu.edu.au/document/view-current.php?id=55>

In terms of professional development and career progression for Indigenous Australian Staff, professional and academic, CSU currently provides the following internal support programs:

- **Indigenous Staff Study Support Scheme** – This scheme provides financial support to Indigenous academic and profession/general staff members to cover costs associated with study for a qualification or module from a qualification (up to \$500 per semester/trimester for each staff member).
- **Indigenous Academic Leadership Development Scheme** – This scheme provides financial support to Indigenous academic staff to undertake a professional activity that will foster development of leadership skills (up to \$2000 per activity/staff member).
- **Indigenous Staff Higher Degree by Research Pathways** – a program that offers partial buy out of academic staff members to facilitate fast-tracked completion of Graduate Certificate in Research Methods/honours programs as a pathway into PhD studies.
- **Indigenous Staff PhD Release Scheme** – funding of up to \$50,000.00 p.a. to support full time equivalent release from teaching for eligible staff to facilitate PhD completion.
- **Indigenous Academic Internship Program** – a program that provides a living wage for eligible Indigenous PhD candidates and assists in developing potential to enter an academic career.
- **Indigenous Research/Researchers Seed Funding** – funding to support projects and/or small groups.
- **Indigenous Academic Fellowship (IAF)** – in 2017, there were two Indigenous Academic Fellows who continued in the IAF scheme and one who completed their PhD and was appointed at another University. These positions consist of a 20% teaching workload, 5% administrative workload and 75% allocation of the time for PhD completion. This program was reviewed in 2016 to identify areas of potential concern to both Fellows and/or CSU staff as a means of enhancing the overall effectiveness of the program and quality of outcomes. Two new Fellowships, one in Education and one combining education and community health, were created in 2017. The salary for the second position, trialing a possible alternative way of working that enables cross disciplinary approaches, is being funded by the Office of Indigenous Affairs under the auspices of the Deputy-Vice Chancellor (Research, Development and Industry).

There are also internal schemes in place to support the appointment of more Indigenous Australian staff across the University. These include:

- **Double funding model for subjects approved by the Indigenous Board of Studies** – One aim of this mechanism is to increase funding to free up additional positions for employment of Indigenous academic staff. The mechanism is also being used by Faculties to employ Indigenous academics across all Faculties and disciplines.
- **CSU Salary Scale for trainees** – CSU has developed a salary scale for trainees that is well above the Award. This recognises that Indigenous Australian trainees may already have considerable life experience and may well have significant family responsibility. Traineeship opportunities continue to be discussed and identified as a pathway into University employment.
- **Indigenous Academic Cadetship Program** – an internally funded Indigenous Academic Cadetship was piloted over 2015-2016, in which an Indigenous student was appointed to work on a part time basis (420 hours over 60 working days each year over the two year period) and continue studying in their chosen field. The aim of the program was to encourage a pathway to post graduate studies and possibly an academic pathway by exposing Cadets to academic related tasks. This program was reviewed in 2016 with further research commencing in 2017 on moving forward with long term planning for Indigenous Cadets (final outcome to be determined in 2018).
- **Indigenous Employment Incentive Scheme (IEIS)** – This scheme provides for 50% of the salary of an Indigenous staff member in a professional/general staff position at Level 3 – 8 with the budget centre contributing the remaining 50% of the first year salary for such positions.
- As at 31 March 2017, the percentage of Indigenous staff represented across the CSU community were as follows:
 - Total of ALL Indigenous Australian Staff represented across CSU community = 2.5%
 - Total Indigenous Australian Academic Staff represented across CSU community = 1.6%
 - Total Indigenous Australian Professional Staff represented across CSU community = 3.3%

As indicated from these percentages, there is a lack of parity between Indigenous Australian Academic staff and overall Indigenous Australian staff representation at CSU and unfortunately this has increased from the previous year. Professional staff numbers, however, have shown significant growth since the implementation of the official launch of the Indigenous Employment Strategy in 2005. The goal is to continue to expand Indigenous Australian staff numbers across the University to reach the 2% academic target and 3% overall target, while maintaining the representation of staff in Professional roles. The following strategies will assist with achieving these targets and research of future opportunities to address the lack of parity for Indigenous Australian staff will continue.

5a Indigenous workforce data (2017 breakdown)

Faculty	Level	Position Title	Perm/ >1yr	
			Academic	Non-academic
Faculty of Arts & Education#	Level 3	<ul style="list-style-type: none"> Operations Assistant* 		1
	Level 4	<ul style="list-style-type: none"> Administrative Assistant 		1
	Snr 4	<ul style="list-style-type: none"> Head of School, School of Indigenous Australian Studies 		1
	ACAD A	<ul style="list-style-type: none"> Associate Lecturer in Education* 	2	
	ACAD B	<ul style="list-style-type: none"> Indigenous Academic Fellow* Project Officer, Indigenous Australian Studies Online Pedagogies* Lecturer in Indigenous Studies* 	2 1 2	
Faculty of Business, Justice & Behavioural Sciences	Level 3	<ul style="list-style-type: none"> Operations Assistant* 		1
	Level 5	<ul style="list-style-type: none"> Project Officer* 		1
	ACAD B	<ul style="list-style-type: none"> Indigenous Academic Fellow 	1	
	ACAD D	<ul style="list-style-type: none"> Associate Professor in Leadership 	1	
Faculty of Science##	Level 3	<ul style="list-style-type: none"> Operations Assistant* 		1
	Level 4	<ul style="list-style-type: none"> Technical Assistant (Nursing) 		1
	ACAD B	<ul style="list-style-type: none"> Lecturer in Nursing* Lecturer in Indigenous Mental Health* 	2	
	ACAD C	<ul style="list-style-type: none"> Director, Djirruwang Program & Snr Lecturer in Indigenous Health/Mental Health* 	1	
Office of the Vice-Chancellor	Level 7	<ul style="list-style-type: none"> Assistant University Auditor 		1
Office of the DVC (Academic)	Level 4	<ul style="list-style-type: none"> Administrative Assistant x 2 		2
	Level 5	<ul style="list-style-type: none"> Media Technologist (Indigenous Resources)* Educational Support Coordinator 		2
Office of the DVC (Students)###	Level 4	<ul style="list-style-type: none"> Administrative Assistant x 3* Student Recruitment Adviser x 2 Student Service Officer Administration Assistant* Admissions Officer 		8
	Level 5	<ul style="list-style-type: none"> Finance Officer* Admissions Business Support Officer Programs Officer* Administration Officer (Sport & Clubs) 		4
	Level 6	<ul style="list-style-type: none"> Student Liaison Officer (Indigenous) x 5* 		6

Faculty	Level	Position Title	Perm/ >1yr	
			Academic	Non-academic
		<ul style="list-style-type: none"> Indigenous Academic Success Tutorial Program Coordinator* 		
	Level 7	<ul style="list-style-type: none"> Indigenous Academic Success Coordinator* Indigenous Liaison Coordinator* 		2
	Level 8	<ul style="list-style-type: none"> Manager, Indigenous Student Centres* 		1
	Level 9	<ul style="list-style-type: none"> Manager, Quality & Finance* 		1
Office of the DVC (Research, Development & Industry)	Snr 1	<ul style="list-style-type: none"> Pro-Vice Chancellor, Indigenous Education* 		1
	Level 5	<ul style="list-style-type: none"> Administrative Officer (Indigenous)* 		1
Office of the Chief Financial Officer	Level 4	<ul style="list-style-type: none"> Grounds Supervisor Information Technology Support Officer Administrative Assistant 		3
	Level 5	<ul style="list-style-type: none"> Information Client & Technology Support Officer 		1
Division of Human Resources	Level 5	<ul style="list-style-type: none"> HR Assistant 		1
	Level 7	<ul style="list-style-type: none"> Indigenous Employment Coordinator* 		1
TOTAL (54 staff)			12 Academic	42 Professional (inc. 2 Snr Staff)

Please note that CSU does not keep EEO records for casual staff appointments and this is the reason no numbers show up in the less than 12 months appointments, however, many of those longer than 12 months are still in fixed term appointments longer than a year.

KEY:

- includes the School of Indigenous Australian Studies

- includes the School of Nursing, Midwifery and Indigenous Health

- includes the Indigenous Student Centres and Indigenous Student Success Programs

*beside a position title indicates it is a positions identified for Indigenous Australians

6. Indigenous involvement in decision-making

CSU is proactive in creating effective relationships with senior Indigenous staff and community members that ensure the participation and representation of Indigenous affairs through active engagement in leadership forums within CSU.

Fora include: CSU Council, Academic Senate, Vice-Chancellor's Forum, Faculty Boards, Faculty Courses Committee, Learning and Teaching Committee, and senior manager forums across the University. The establishment of these relationships has allowed CSU Indigenous leaders to contribute to and participate in decision making at all levels of CSU.

Indigenous Education Steering Committee

The Indigenous Education Steering Committee was established in 2016. The purpose of this Committee is to assist the Deputy Vice-Chancellor (Research, Development and Industry) to monitor and provide strategic leadership as it relates to Indigenous peoples' access, participation and success in education at Charles Sturt University (the University), and their engagement as leaders in education at the University.

Membership:

- Deputy Vice-Chancellor (Research, Development and Industry) as Presiding Officer;
- Pro Vice-Chancellor (Indigenous Education);
- Dean of Students;
- Representative of the Executive Deans;
- Manager, Indigenous Student Centres; and
- Head of School of Indigenous Australian Studies.

Principal Responsibilities:

The Deputy Vice-Chancellor (Research, Development and Industry) through the Indigenous Education Steering Committee will:

1. monitor and evaluate the quality of and efficacy of strategies used to enhance Indigenous people's access, participation and success in the University's educational programs and initiatives;
2. monitor and evaluate the quality of and efficacy of strategies used to enhance Indigenous people's access, participation and success through diversity of employment opportunities offered at the University;
3. direct and monitor the strategic use of government Indigenous funds, and compliance with government requirements associated with the use of those funds;
4. receive regular, detailed reports outlining continuing progress and ongoing development concerning outcomes relevant to Indigenous education including significant:
 - a. deviations from strategic intent and standards;
 - b. corrective and preventative actions; and
 - c. other matters deemed relevant by the Committee;
5. receive reports as frequently as appropriate summarising significant activities undertaken to enhance Indigenous Education, including the results of internal quality compliance audits conducted;
6. invite and receive discussion or proposal papers from the University community and external stakeholders towards informing the work of the Committee;
7. receive a report at least once a year on the strategic use of funds in support of research or Indigenous issues, research relevant to Indigenous communities, and research conducted by Indigenous researchers;
8. provide advice or recommendations to the Vice-Chancellor's Leadership Team on strategic directions for Indigenous education.

Indigenous Employment Strategy Advisory Committee

Membership

- Presiding Officer (Pro-Vice-Chancellor-Indigenous Education)
- CSU Indigenous Academic representative (appointed by the Committee)
- Head, School of Indigenous Australian Studies
- Manager, Diversity & Equity
- Manager, Indigenous Student Centres (or nominee)
- Director, Indigenous Student Success (vacant in 2017)
- One Head of School nominated by the Heads of Schools
- One representative from the employment sector (appointed by the Committee)
- Two members from the Indigenous Australian community external to CSU
- One member nominated by the Wiradjuri Council of Elders
- Indigenous Employment Coordinator (Executive Officer)

Equity and Diversity Committee

Membership

- Executive Dean Faculty of Science (Presiding Officer)
- Deputy Vice-Chancellor (Administration)
- Executive Director, Human Resources
- Dean of Students
- Head, School of Indigenous Australia Studies Right of audience and debate
- Director, Workplace Relations and Policy
- Manager, Diversity and Equity

Indigenous Board of Studies

The Indigenous Board of Studies (the Board) is a sub-committee of the Academic Senate's Curriculum, Learning and Teaching Committee. The Board advises on and guides the development, design, and approval of Indigenous Australian content at Charles Sturt University. As an authority of Academic Senate the board can approve/reject applications for classification of Indigenous Australian studies and content.

Membership

- Head, School of Indigenous Australian Studies – Presiding Officer;
- All School of Indigenous Australian Studies staff at Level B or above;
- Two Indigenous Australian academic staff at Level B or above (or nominated delegates) from each of the Faculties; and,
- One Faculty Manager, nominated by the Deputy Vice-Chancellor (Academic).
- *Right of Audience and Debate*
- Indigenous Academics at Level A;
- Faculties presenting subjects to the Board will have the right of attendance and debate to present
- subject material, either by course or subject co-ordinator; and,
- Indigenous Curriculum and Pedagogy Co-ordinator.
- *Distribution list for minutes* include members and the following Senior Executive
- DVC Academic
- PVC Student Learning
- Associate Deans, Academic
- Sub-Deans, Teaching and Learning
- Systems and Policy Officer, Office of Academic Governance

Indigenous Curriculum Working Party

Chaired by the Pro-Vice Chancellor (Learning and Teaching), membership of the Indigenous Curriculum Working Party includes

- Associate Deans Academic from each Faculty
- an Indigenous academic
- Head of School of Indigenous Australian Studies/Chair of Indigenous Board of Studies who is Indigenous
- From the Division of Learning & Teaching:
 - Director, Learning Academy
 - Indigenous Curriculum and Pedagogy Coordinator
 - Indigenous Courses and Resources Lead
 - Director of Learning Design
 - Course Design Lead.

CSU Aboriginal and Torres Strait Islander people involved in educational decision making.

Jamie Newman CSU Council

Mr Jamie Newman is the CEO of Orange Aboriginal Medical Services, Chairperson, Bila Muuji Aboriginal Health Services Incorporated and Chairperson, Orange Local Aboriginal Land Council, and Director, Kenjarhy Aboriginal Mining Services. He has extensive experience in Indigenous health. Mr Newman is a descendant of the Kalar tribe, of the Wiradjuri Nation, has over twenty years' experience working with and for Aboriginal communities at all levels of the Government and Non-Government sector, and is a well-respected leader in the Aboriginal community.

Mr Newman holds a Bachelor of Health Science, Community and Public Health degree from Charles Sturt University. He lives in Orange, New South Wales.

Professor Jeannie Herbert AM: Pro-Vice Chancellor, Indigenous Education; Foundation Chair of Indigenous Studies

Professor Herbert holds two roles concurrently: *Pro-Vice-Chancellor-Indigenous Education (PVCIE), Foundation Chair of Indigenous Studies.*

The Pro-Vice-Chancellor, Indigenous Education (PVC-IE) provides strategic leadership for the Indigenous Education Strategy and Sub-Plan, external and community relations, and institution wide alignment and coordination of key elements of work in areas such as employment of Indigenous staff, building load and improving retention and success of Indigenous Australian students. In 2015, the reporting lines for the PVC-IE changed from the Deputy Vice-Chancellor (Academic) to the Deputy Vice-Chancellor (Research Development & Industry) (DVC-RDI). The DVCRDI is responsible to the Vice-Chancellor for the administration of research and research training at CSU, which includes governance of six University Research Centres, the Research Office; the Pro-Vice-Chancellor International, Education and Partnerships; and the Pro Vice-Chancellor Indigenous Education. This change is designed to strengthen the connectivity across the University around Indigenous Research and Education, and acknowledge that it is a whole-of-university approach as opposed to simply a faculty or curriculum based approach. The DVC-RDI and the PVC-IE are currently working on the development of the Reconciliation Action Plan that will reflect the university's Indigenous Education Strategy and commitment to meaningful engagement with local Indigenous communities and organisations.

The Foundation Chair of Indigenous Studies is a role that fosters Indigenous research at CSU. Professor Herbert was engaged in various external research activities, including submissions for an OLT Grant led by Monash University with CSU, ECU and JCU in “Engaging and partnering with Aboriginal and Torres Strait Islander parents and community to improve student outcomes project”. Professor Herbert also supervises students and examines research theses. Professor Herbert has a significant voice in the University, in part through her involvement in key University committees and working parties,

including:

- Academic Senate
- Planning and Strategy Group
- Indigenous Education Steering Committee;

Course and Curriculum related committees:

- School of Indigenous Australian Studies;
- Graduate Certificate Wiradjuri Language, Culture and Heritage

Forums: Vice Chancellor's Forum; Executive Leaders' Forum; Senior Women's Forum; Professorial Forum; Pedagogy Education and Praxis (PEP) Research Network

Externally:

Professor Herbert is also actively involved in research activities and community activities that are critical to educational decision making. For example:

Research:

- Collaborative Conversations – Is a collaborative process used by the PVC-IE to engage in collaborative conversations, with a diversity of CSU stakeholders: students (potential and existing); staff, families and communities; and other organisations with a similar interest such as schools, local government bodies, Aboriginal organisations, health facilities, business and industry groups etc.
- OLT - Engaging and partnering with Aboriginal and Torres Strait Islander parents and community to improve student outcomes project.

Community:

- Dubbo regional Aboriginal Education Consultative Group Committee meetings.
- WLCHRP Steering Committee - co-chaired by DVC (Academic) and Aunty Flo Grant – the CSU nominee on Wiradjuri Elders Council.

Associate Professor Jay Phillips: Head of School of Indigenous Australian Studies

Associate Professor Jay Phillips is the Head of School of Indigenous Australian Studies. Originally educated as a primary school teacher, she has been teaching, researching, and advocating for Indigenous students and communities in universities for over 20 years. She is particularly interested in the interaction between Indigenous knowledge systems and western colonial traditions with regard to colonial identity construction and intellectual authority, and teaching for optimal learning in contested spaces.

Assoc Prof Phillips has presented nationally and internationally on curriculum development for face-to-face and online contexts in universities. She has also taught and presented on Indigenous and Indigenist research methodologies, and the ways in which Indigenist pedagogies can mobilise student resistance to deepen learning by authorising Indigenous peoples and knowledges as empowered subjects, rather than objects.

Leadership by Assoc Prof Phillips is provided through membership and chairing of CSU committees, boards, and forums, including:

University level membership and leadership

- Academic Senate
- Indigenous Education Steering Committee
- Indigenous Board of Studies – Presiding Officer
- Indigenous Curriculum Working Party
- Research Management Committee
- Equity and Diversity Committee
- Curriculum, Learning and Teaching Committee
- Forum membership: Vice Chancellor’s Forum; Executive Leaders’ Forum; Senior Women’s Forum; Head of School Forum.

Faculty level membership

- Faculty of Arts and Education Board and Research and Graduate Committee
- Faculty Leadership Committee

School level membership leadership

- School of Indigenous Australian Studies Board and Research Management Committee -
- Presiding Officer

Dr Stan Grant Jnr: Chair of Indigenous Affairs

Dr Stan Grant was appointed Chair of Indigenous Affairs at CSU in June 2016. Dr Grant is the winner of the 2015 Walkley award for coverage of Indigenous affairs as well as numerous other accolades. He is a presenter on National Indigenous Television (NITV), the Indigenous affairs editor for Guardian Australia, international editor at Sky News Australia. Dr Grant has previously held posts in Abu Dhabi, Hong Kong and Beijing for CNN International and covered many large international news events.

In April 2016, he was appointed to the Referendum Council on constitutional recognition by Prime Minister Malcolm Turnbull and Opposition Leader Bill Shorten. Dr Grant is also the author of two books, *Talking to My Country* (2016) and *Tears of Strangers* (2004).

Director Inclusion and Indigenous Strategic Practice Leader

The position was vacated in 2017 and the recruitment taking place in 2018.

Mr Les Ridgeway, Manager Indigenous Students Centres

Mr Les Ridgeway was appointed to the role of Manager Indigenous Student Centres in April 2016 after a long career in the NSW school education system, a career that culminated with his role as a School Principle. Mr Ridgeway resigned from the role in April 2017.

Mr Nathan Peckham: Manager Indigenous Student Centres

Mr Nathan Peckham is currently on secondment as Manager, Indigenous Student Centres from November 2017 to 30 June 2018. He has over 20 years experience working in Indigenous Affairs across the areas of health, education, housing and community engagement. Through positions in the government non-government sectors he has worked with numerous Indigenous communities across NSW with the aim to achieve positive outcomes overall. A passion for Indigenous education has led Nathan to roles at CSU covering the areas of aspiration building and supporting Indigenous students as they work towards their tertiary degree.

Dr Faye McMillan - Director, Djirruwang Program

Associate Professor Faye McMillan is a Wiradjuri yinaa (woman) from Trangie, NSW. Faye is the Director of the Djirruwang Program – Discipline Lead for the Bachelor of Health Science (Mental Health) degree program and is an inaugural [Atlantic Fellow](#) for Social Equity and was a founding member of Indigenous Allied Health Australia (IAHA) and was a board member of IAHA from 2009-2017 (and chairperson from 2010-2016). Faye holds a Doctor of Health Science, a Master of Indigenous Health Studies, Bachelor of Pharmacy and is Australia's first registered Aboriginal Pharmacist, Faye also holds a Graduate Certificates in Indigenous Governance from the University of Arizona (USA) and Wiradjuri Language Culture and Heritage. In 2017 alongside of the Atlantic Fellowship Faye is continuing studies at the University of

Melbourne in the Graduate Certificate of Education. Faye has been recognised in the Who's Who of Australian Women in 2017.

Rev Karen Kime – Indigenous Academic Fellow

Rev Karen Kime is an Indigenous Academic Fellow with the School of Humanities and Social Sciences and is employed full time with a workload allocation of 75% research to complete her PhD and 20% teaching. She is fully involved in governance and decision-making as a member of the Human Services Discipline group and as a member of the School Board. Karen has taken leadership in writing the new Indigenous subject that has been approved by the Indigenous Board of Studies, in writing groups of new social work subjects, and in revising and updating existing subjects with Indigenous content. She has taken a leadership role in reviewing Indigenous content across all the professional qualifying social work courses.

Donna McLaren – Indigenous Academic Fellow

Donna McLaren is a new Indigenous Academic Fellow in 2017, who is engaged in research around Indigenous language reclamation. With her background in Education, her PhD in language reclamation, and her work developing programs in the School of Community Health, Donna is part of a pilot that explores a cross disciplinary model for Indigenous Academic Fellowships.

Myra Singh – Indigenous Academic Fellow

Myra Singh is an Indigenous Academic Fellow in the School of Teacher Education, Charles Sturt University, Bathurst. She is descended from the Wiradjuri people of New South Wales. She taught science, mathematics and IT in the Northern Territory and Queensland.

Myra has extensive experience in Indigenous education. Prior to coming to CSU as an Indigenous Academic Fellow, she was a lecturer at the University of Southern Queensland where she coordinated and lectured in a tertiary preparation program for Indigenous Australians as well as lecturing in Indigenous studies for undergraduate and postgraduate programs.

6a. Statement by the Indigenous Governance Mechanism

The **Indigenous Employment Strategy Advisory Committee**, which is responsible for overseeing the Indigenous Education Strategy does consist of Indigenous community members who are involved in the decision making around employment activities at CSU. Membership includes two Elders, one a member of the Wiradjuri Council of Elders and the other a member of the Aboriginal Education Consultative Group (AECG) in Dubbo and two Indigenous staff from TAFE NSW (one from Wagga Wagga and one from Bathurst).

The **2016 Indigenous Education Statement** was tabled by the Dean of Students and accepted at the Indigenous Education Steering Committee on 15 May 2017.

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 FINANCIAL ACQUITTAL

Organisation

Charles Sturt University

1. Income (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
ISSP Grant 2017	\$3,863,488.51		\$3,863,488.51
Rollover of funds from previous years	N/A		\$0
Interest earned/ royalties	\$0		\$0
Sale of assets	\$0		\$0
Return of Preserved Scholarships	-\$17,141.50		-\$17,141.50
Other Funds		\$5,525,835.31	\$5,525,835.31
A. Total Income 2017	\$3,846,347.01	\$5,525,835.31	\$9,372,182.32

2. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Salaries	\$2,886,930.05	\$4,774,448.64	\$7,661,378.69
Administration:			
Travel – domestic	\$169,652.61	\$113,402.94	\$283,055.55
Travel – international	\$0	\$0	\$0
ISSP Asset purchases	\$0	\$0	\$0
Conference fees and related costs	\$6,360.44	\$0	\$6,360.44
Communications (courier, postage, phone, data)	\$2,104.48	\$3,025.04	\$5,129.52
Fees for Services Rendered	\$89,880.48	\$259,089.54	\$348,970.02
Advertising, Marketing, Promotion	\$45,088.05	\$3,096.00	\$48,184.05
Stores and Provisions	\$63,246.82	\$31,447.84	\$94,694.66
Scholarships and Grants	\$583,084.08	\$179,787.00	\$762,871.08
B. Total Expenditure 2017	\$3,846,347.01	\$5,364,297.00	\$9,210,644.01
C. Unexpended funds PM&C agreed to rollover	\$0		
D. Unexpended Funds to be returned to PM&C	\$0		
E. TOTAL ISSP Funding use (B+C+D)	\$3,846,347.01		

Note: A-E must equal zero

Financial Acquittal

 initials

3. Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2017

- If GST is not paid to you, do not complete the table in this section 3.

1. If applicable, GST received by you in 2017 as part of the Indigenous Student Success Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).		\$ N/A
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)		\$ -
Amount remitted: \$	Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /	Date remitted: / /

4. ISSP Assets summary (only a requirement for assets over \$5000- see clause 16 of guidelines)

Asset Description/ category	Adjustable Value	ISSP contribution
Nil		

4a ISSP Asset - acquisitions and disposals summary

Asset Description/ category	Acquisitions Purchase Value	Disposals/ Sale Price	Disposals Average Age
Nil			

5. Financial Acquittal supported and initialled by:

Craig Richardson

(Print name of relevant officer)

Acting Chief Financial Officer, Division of Finance

(Print position title)



(Signature and date)

[date] 20/4/18

Telephone contact: 02 6933 2255 E-mail: craigrichardson@csu.edu.au

Note:

- If the organisation is subject to audit by an **Auditor-General** of the Commonwealth or State or Territory government this authorisation should be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function.
- If the organisation is **not normally subject to audit by an Auditor-General**, then the organisation's auditor should sign this authorisation.

Financial Acquittal

 initials

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 CERTIFICATION

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Programme as set out in guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2017 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of Programme funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2017 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2017 under the Indigenous Student Success Programme; and
- (iv) Indigenous Student Success Programme Funds and any interest earned or royalties/income derived from these Funds was expended on activities consistent with the Indigenous Student Success Programme guidelines and the *Higher Education Support Act 2003*.

I understand that:

- (i) the Minister or the Minister's delegate may seek further information to support this certification; and
- (ii) in the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax System (Goods and Services Tax) Act 1999*; and
- (iii) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Certification recommended by University's Indigenous Governance:

Name:

Title:

Signed: Date:

Certification made by Vice-Chancellor or equivalent delegate:

Name:

Title:

Signed: Date: