

**Charles Sturt University
Indigenous Education Statement 2018**



*Danielle Beck, Holly Boyland, Hannah Cox and Jackson Coles
Participants in the Indigenous Access Program
Wagga Wagga Campus, November 2018*

Contents

1. Enrolments (Access)	5
Equivalent Full-Time Student Load (EFTSL).....	5
Strategies to improve access	6
Future Moves Danygamalanha Program	7
Indigenous Access Program	7
Away From Base.....	9
Increasing Indigenous Police Officers	10
Bachelor of Health Science (Mental Health) and Graduate Certificate in Wiradjuri Language and Culture	11
1a. Scholarships (2018 breakdown)	12
New Indigenous Student Success Scholarships Program	12
External scholarships	13
2. Progression (access and outcomes)	14
Progression rates	14
Indigenous Student Centres.....	14
Orientation Week	15
Study Sessions	16
Student Leadership Conference	16
Indigenous Nationals	16
Student Representative Groups.....	17
Online Student Liaison Officer	18
Ngiyambalgarra Program.....	18
Indigenous Academic Success Program (IASP)	18
Indigenous Cultural Competency Program.....	19
2a. Tutorial and other assistance provided (2018 breakdown)	22
3. Completions (outcomes)	23
Graduation	23
Strategies to improve award course completion of Aboriginal and Torres Strait Islander students	24
Ngiyambalgarra Program.....	24
Personal Success Plan	24
Career Development Service	24
Overview	24
Promoting Jobs to CSU Students	24
Benefits.....	25
4. Indigenous Education Strategy accessible by public	25
Reconciliation Action Plan.....	26
5. Indigenous Workforce Strategy accessible by public	27

5a. Indigenous workforce data (2018 breakdown)	29
6. Indigenous involvement in decision-making	33
Indigenous Education Steering Committee	33
Membership	33
Principal Responsibilities	33
The Indigenous Employment Strategy Advisory Committee	34
Membership	34
The Equity and Diversity Committee	34
Membership	34
Indigenous Board of Studies	34
Membership	34
Indigenous Curriculum Working Party	35
CSU Aboriginal and Torres Strait Islander people involved in educational decision making.....	35
Other activities to involve Aboriginal and Torres Strait Islander people in the decisions of the university, curriculum development and/or evaluation/review.	39
Evaluation/review: Measuring Performance and Meaningful Indicators.....	40
Some Outcomes from the work of Gulaay with Elders and Faculty	41
Faculty of Science Indigenous Working Party Group	42
Learning and Teaching with Bathurst Wiradyuri and Aboriginal Community Elders (BWCE)	43
6a. Statement by the Indigenous Governance Mechanism	47
INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Financial Acquittal	48
INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 CERTIFICATION	50

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Performance Report

Organisation

Charles Sturt University

Contact Person

Jenny Roberts

Phone

02 6338 6411

E-mail

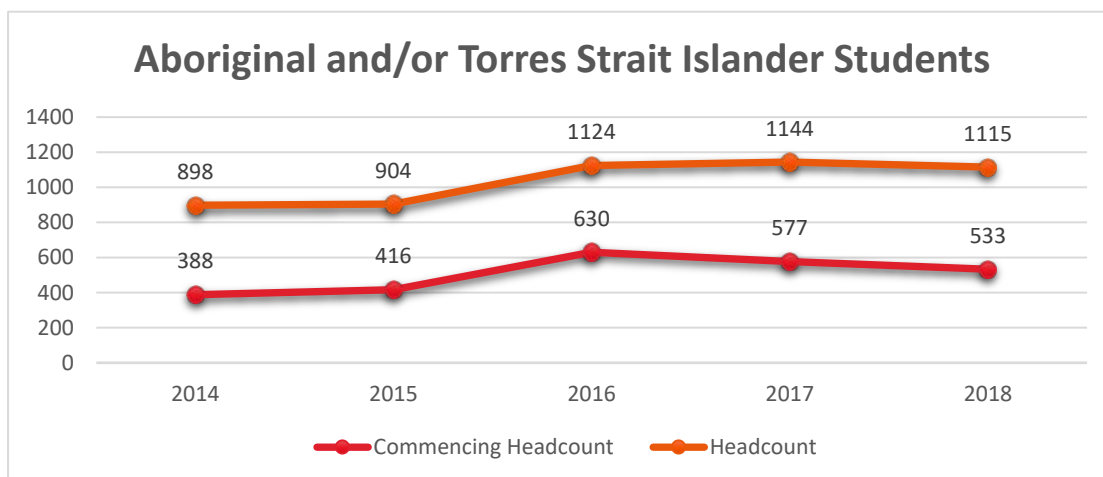
dvcstudents@csu.edu.au

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)

In 2018, CSU encountered a slight decline in the number of Aboriginal and Torres Strait Islander enrolled students (1115) compared to 2017 (1144).

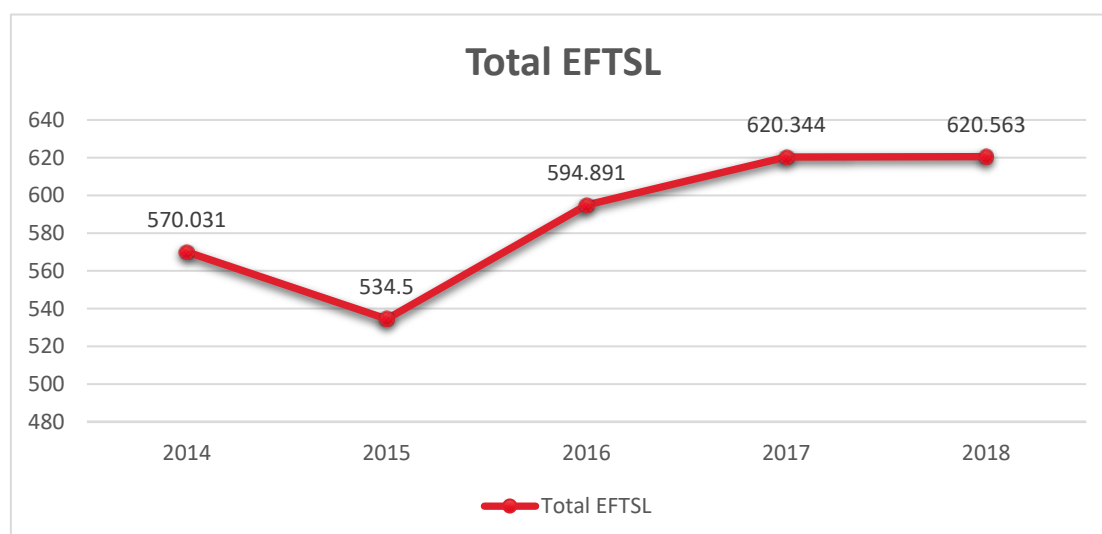
The number of commencing students also had a slight decline. In 2018 CSU had 533 Aboriginal and Torres Strait Islander students commencing in comparison to 577 commencing students in 2017.



Equivalent Full-Time Student Load (EFTSL)

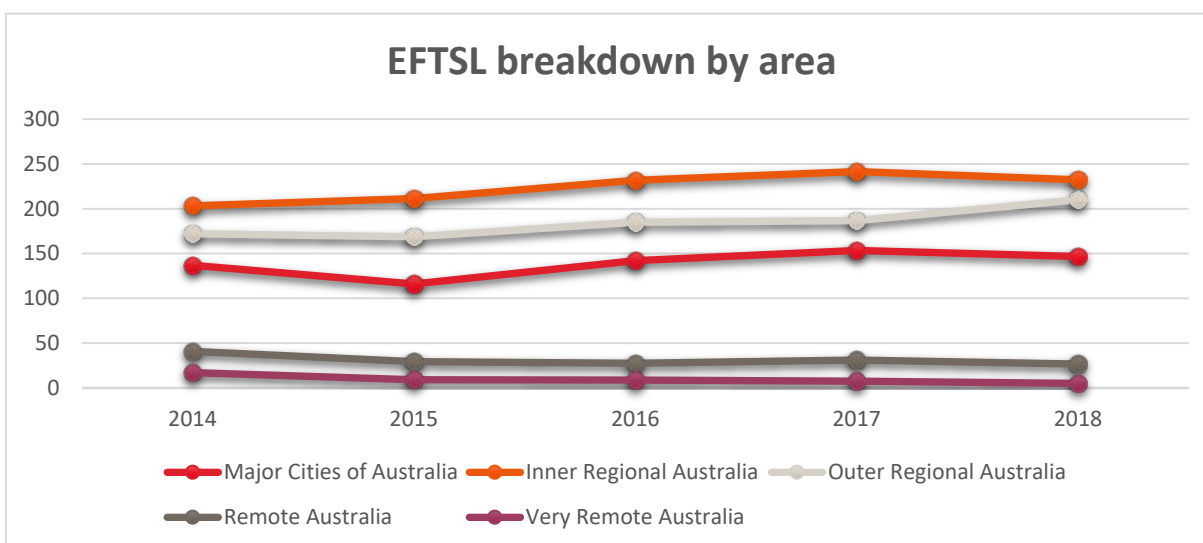
CSU experienced a slight increase in EFTSL in 2018 in comparison to previous years.

	2014	2015	2016	2017	2018
Total EFTSL	570.031	534.500	594.891	620.344	620.563
Total YOY Change		-6.23%	+ 11.30%	+ 4.28%	+ 0.04%



The rise in EFTSL load has occurred in students from regional Australian areas:

	2014	2015	2016	2017	2018
(0) Major Cities of Australia					
EFTSL	136.891	116.016	142.000	153.438	146.656
YOY Change		-15.25%	22.40%	8.05%	-4.42%
(1) Inner Regional Australia					
EFTSL	203.234	211.375	231.734	241.484	232.234
YOY Change		4.01%	9.63%	4.21%	-3.83%
(2) Outer Regional Australia					
EFTSL	172.016	168.688	184.922	186.641	209.969
YOY Change		-1.93%	9.62%	0.93%	12.50%
(3) Remote Australia					
EFTSL	40.797	29.297	27.484	31.156	26.641
YOY Change		-28.19%	-6.19%	13.36%	-14.49%
(4) Very Remote Australia					
EFTSL	17.094	9.125	8.750	7.625	5.063
YOY Change		-46.62%	-4.11%	-12.86%	-33.61%
Total EFTSL	570.031	534.500	594.891	620.344	620.563
Total YOY Change		-6.23%	11.30%	4.28%	0.04%



Strategies to improve access

CSU employs numerous strategies to increase access for Aboriginal and Torres Strait Islander people. These include, but are not limited to:

- Aspiration building programs - Future Moves Danygamalanha Program
- Alternate access program – Indigenous Access Program
- Away from Base program
- University Certificate in Workforce Essentials (UCWE)

Future Moves Danygamalanha Program

The Danygamalanha program, as part of CSU's Future Moves program, specifically targets Aboriginal and Torres Strait Islander students with the aim of building aspiration for tertiary study, and building students' confidence to consider higher education as an achievable option.

Danygamalanha, fully funded by ISSP funds, engages students through a series of activities that introduce students to university and all that it offers - through interaction with current CSU students, academics and mentors and by providing an opportunity to experience life on campus. The Danygamalanha program includes a number of cultural elements that are presented in collaboration with the Indigenous Student Centres and local Elders. 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

In 2018, there were 28 Indigenous specific activities delivered across the Danygamalanha program, including Strong Moves (a four-week on campus program), NISEP – the National Indigenous Science Program, and Sky Stories (community sky observation nights).

Danygamalanha Program Outcomes

In 2018, Future Moves had 15,156 points of contact with school students - 22% 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).

Future Moves delivered *Strong Moves* as part of the Danygamalanha program. This is an intensive Aboriginal and Torres Strait Islander student program involving attendance for one day per week over four weeks, followed by an on campus, overnight camp at the end of the year. In 2018, seven *Strong Moves* programs were delivered (Albury, Bathurst, Kelso, Orange, Port Macquarie, Wagga Wagga and Wellington). All participants were invited to attend a five day on campus *Strong Moves* camp in Bathurst. Approximately 125 individual students from eleven partner schools participated in the *Strong Moves* program, resulting in 388 points of contact with students over the course of the 2018 *Strong Moves* program.

Surveys completed by *Strong Moves* participants indicated that aspiration to attend university strengthened throughout the program, with a 43% positive shift in aspiration to attend university following Strong Moves and a 35% positive shift in students' perceived likelihood that they would gain entry to university. 96% of participants reported that they would be the first in their family to attend university.

In collaboration with Macquarie University, Future Moves also delivered ten *National Indigenous Science Education Programs* (NISEP) involving 643 participants. Two Sky Stories events were also delivered, attended by five schools with 265 community participants.

When Future Moves participants (both Indigenous and non-Indigenous) 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. These shifts were particularly high for Indigenous participants who indicated a 27% positive shift in their aspiration to attend university, and a 27% shift in their belief that they would gain a place. These figures seem to be reflected in the significant increase over the last 5 years in the number of Indigenous students enrolling at CSU, highlighting the contribution that both mainstream programs and Danygamalanha activities are having on access levels among Aboriginal and Torres Strait Islander students.

Indigenous Access Program

The Indigenous Access Program (IAP) is an alternative entry program aimed at both school leavers and mature-aged Aboriginal Australians and Torres Strait Islander participants wanting to gain entry into Charles Sturt University.

The program entails a range of intensive testing and assessments to determine the participant's academic capabilities which is conducted over 5 days. Participants are assessed on their literacy, numeracy, communication skills and overall attitude. These determinants will then be the measurement of success in gaining an offer into CSU.

The program also involves a wide range of culturally appropriate components including Welcoming Ceremonies, Cultural Workshops, student support information sessions and a chance to meet and mingle with current

Indigenous students. The aim is to facilitate Indigenous student success through targeted access to University and services for Indigenous students and strategies tailored to improve academic confidence and to reduce attrition. This is proven to be successful with analysis of evaluation data showing students were 93% confident in their ability to succeed at university compared to 80% pre-program.

The IAP was held throughout the year at the following locations:

- Dubbo Campus – 25 to 29 June 2018
- Wagga Wagga Campus – 19 to 23 November 2018
- Port Macquarie Campus – 3 to 7 December 2018
- Bathurst Campus – 4 to 8 February 2019

All accommodation, travel and meals were provided on-campus to give our participants the best student experience.

In 2018 a number of improvements were implemented in the program including the introduction of student support information sessions being held with great proven outcomes, 88% of participants claimed they were familiar with CSU student support services post IAP compared to 61% pre-program. The IAP staffing also increased with the implementation of Indigenous Learning Advisors coming on board to assist our participants with all of their academic needs during the program.

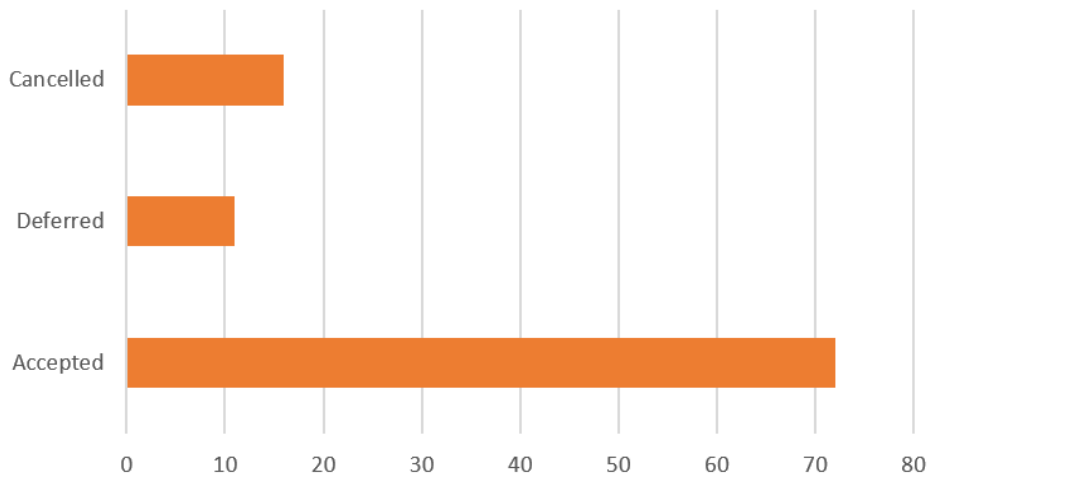


IAP participants and staff in Wagga Wagga, November 2018

Overall 99 participants completed the program, 90 of which received an offer into a CSU bachelor degree with the most popular courses being the Bachelor of Nursing, Bachelor of Social Work and Bachelor of Educational Studies, the remaining 9 received an offer into the Diploma of General Studies which would then lead them into their preferred bachelor degree. Of the 99 offers made 72 have now gone on to commence studies with 11 deferring their studies and 16 cancelling their offers.

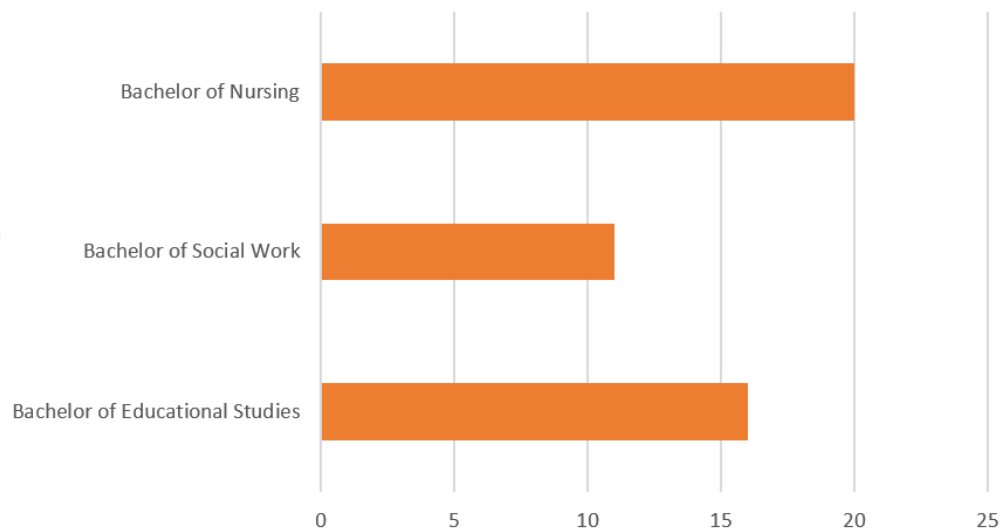
The program is a collaborative effort across numerous teams, divisions and faculties of CSU. The program is part funded by ISSP funds.

Offer Outcomes



The participation uptake has increased dramatically, in 2017 only 55 participants attended the program, compared to 99 in 2018 which is an outstanding 80% increase which is congruent with CSU's commitment to enhancing participation outcomes.

Most Popular Courses



Away From Base

The Away From Base program is another program to help with Indigenous student participation which is a grant legislated by The Indigenous Education Act 2000. The AFB Grant provides financial assistance to Aboriginal Australian and Torres Strait Islander students studying by mixed mode and are enrolled in an AFB approved course who are required to attend compulsory residential schools and/or professional placements.

Below are some participant numbers through AFB and their courses which they are studying.

Course	Course Name	Headcount
4415NS	Bachelor of Nursing	10
4418PM	Bachelor of Paramedicine	4
1708PQ	Master of Social Work (Professional Qualifying)	5
4409MH	Bachelor of Health Science (Mental Health)	63
3314WJ	Graduate Certificate in Wiradjuri Language, Culture and Heritage	28
	TOTAL	110

The AFB is a crucial support service needed to reduce disadvantage within our Indigenous students and is proven to be making a change. The employees responsible for administering the program and its associated costs are funded through ISSP funds.

Increasing Indigenous Police Officers

ISSP funds employ a Student Liaison Officer (Indigenous) at the NSW Police Academy in Goulburn, who supports students through the process of becoming Police Officers.

IPROWD

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. 57 students commence IPROWD in 2018:

- 16 commenced at Dubbo
- 14 commenced at Mt Druitt
- 11 commenced at Kurri Kurri
- 10 commenced at Nowra
- 6 commenced at Tamworth

UCWE

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).

In 2018 there were two cohorts of students in the UCWE that included Indigenous Police Recruiting Our Way Delivery (IPROWD) students:

UCWE	ATSI	IPROWD
Complete	66	18
Unsuccessful	29	15
Withdrawn	36	6
TOTAL	131	39

ADPP

CSU delivers in partnership with the NSW Police Force the Associate Degree in Policing Practice (ADPP).

ADPP	ATSI	IPROWD
------	------	--------

Active Prior to Attestation	11	1
Active Prior to Graduation	35	15
Graduation	31	23
Withdrawn Prior to Attestation	4	3
Withdrawn Prior to Graduation	5	4
TOTAL	86	46

Bachelor of Health Science (Mental Health) and Graduate Certificate in Wiradjuri Language and Culture

The Bachelor of Health Science (Mental Health) and Graduate Certificate in Wiradjuri Language and Culture course, although not funded through the ISSP funding like an alternate entry program is, they still play a big part with our Indigenous student enrolment numbers at CSU.

The Bachelor of Health Science (Mental Health) is strictly open to students of Aboriginal and/or Torres Strait Islander descent, this course is aligned to the National Practice Standards for Mental Health Workforce 2013. To be admitted in the Bachelor of Health Science (Mental Health) applicants will:

- be of Aboriginal and Torres Strait Islander background; and
- demonstrate an aptitude to undertake this course through previous relevant experiences in the field of mental health and Indigenous issues; and, if required:
- have completed a bridging program.

Indigenous staff who coordinate travel, accommodation and meal bookings for Away From Base eligible students when they are at university on their residential, are funded through ISSP funding.

Both courses provide further opportunity for Indigenous peoples to study at university and to gain a university degree, leading to better employment opportunities in the future. These courses give Indigenous people an opportunity to build on cultural knowledge that was once taken away or not permitted to be used, to be taught and learnt by Indigenous peoples again. 82% of students who enrol in Away From Base eligible courses come through these two course, with the Bachelor of Health Science (Mental Health) course providing over 57%.

1a. Scholarships (2018 breakdown)

Student category	Education Costs		Accommodation		Reward		Total/ Students Assisted	
	\$	No.	\$	No.	\$	No.	No.	\$
From Regional/ Remote-undergraduate	99126.00	46	150480.50	29	0	0	75	249606.50
From Regional/ Remote-postgraduate		0		0		0	0	
Undergraduate (non-regional/remote students)	7588.00	6	9493.20	1	0	0	7	17081.20
Post-graduate (non-regional/remote students)		0		0		0	0	
Other								
TOTAL	\$106,714.00	52	\$159,973.70	30	0	0	82	\$266,687.70

Value of Scholarships awarded by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)	\$267,355.00
Value of Scholarships offered by the university to remote or regional students in the 2018 academic year (Section 21(3) in the Guidelines refers)	\$313,306.50



Scholarships recipients at the Dubbo Campus Graduation ceremony

CSU meets the 95 % of the previous year rule achieving 117% in 2018 which includes offered scholarships.

New Indigenous Student Success Scholarships Program

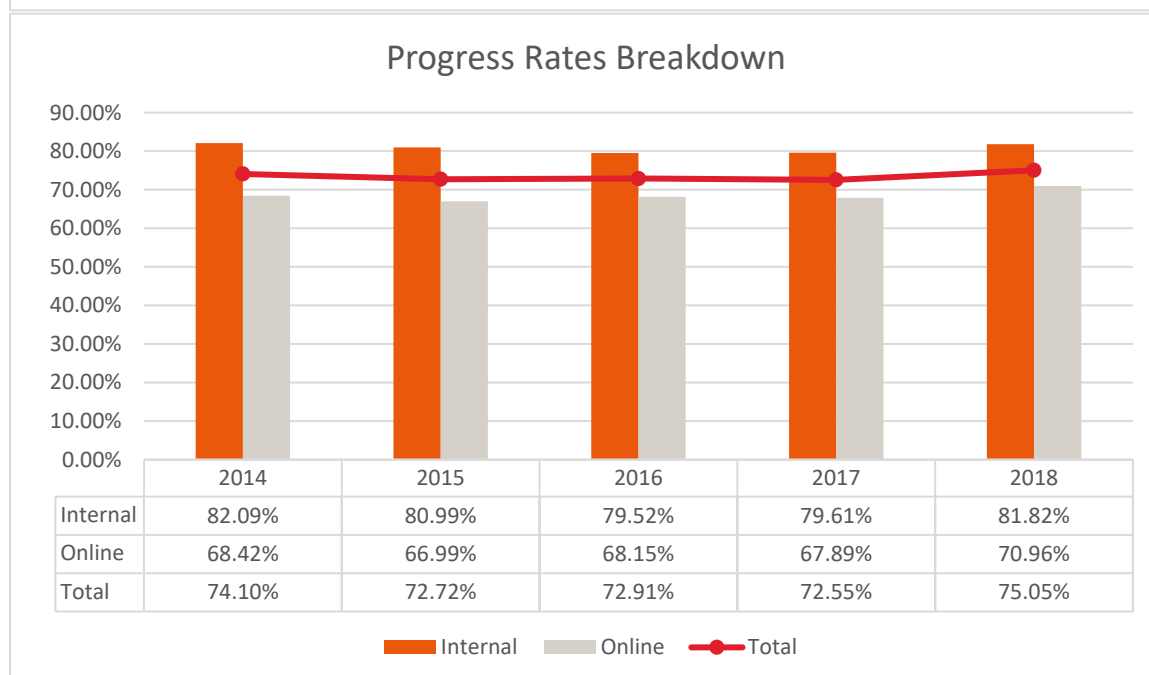
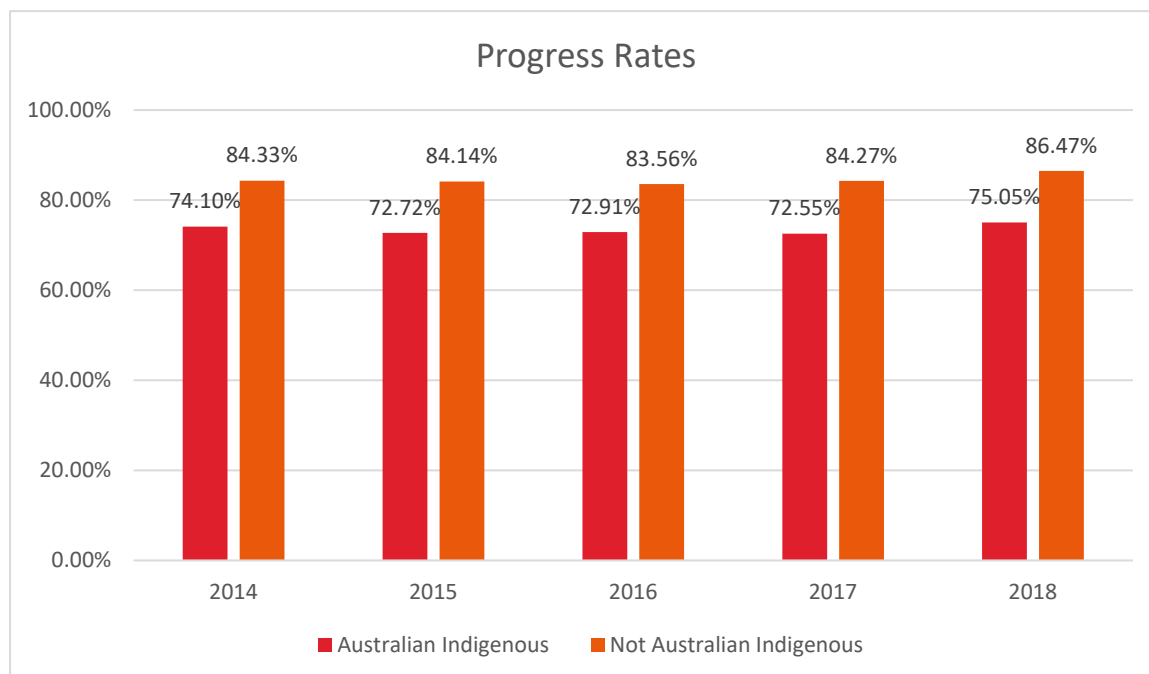
The program we set up with the implementation of the Indigenous Students Success funding is allowing the University greater flexibility to create programs that target and retain Indigenous students and also the ability to utilize the funding to achieve greater outcomes for Indigenous students. In consultation 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 2018 the university has continued to administer 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, no funding was made available in 2018. We will be tendering to receive this funding again in 2019. Two of the students who have been recipients of this grant have graduated at the end of 2018.

2. Progression (access and outcomes)

Progression rates









Indigenous Student Centres

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.

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

Orientation Week

The ISC team conducted a variety of orientation activities during the Orientation Week period. The intended outcomes of these activities were to introduce new students to the ISC, the services provided and support available.

Activities included:

- Welcome email and phone call campaigns – New students were greeted and welcomed to CSU and informed of the support available.

- Participation in CSU Market Day – Welcomed new Aboriginal and Torres Strait Islander students who participated in Market Day. Students were informed of support available.
- Welcome Events – Held in our ISC's, all new Aboriginal and Torres Strait Islander students were invited to a welcome event at their local ISC. Community representatives were present, creating opportunity to form strong bonds for students relocating.

Study Sessions

Study Sessions is a program run across each ISC, partnership between the ISC and IASP teams. Study Sessions consist of workshops to assist academic improvement and improved general wellbeing. Students are also provided with a meal.

The vision of the program is to foster an environment that encourages the development of student's skills to complement their academic journey, through mentoring and support, that leads to an improvement in student success.

The Study Sessions are conducted on a weekly basis during sessions. Workshops were delivered to meet student's needs. These included:

- Academic sessions
 - Paraphrasing and referencing
 - Time Management
 - Programs
 - Exam preparation
 - Essay writing
 - Plagiarism workshop
 - Individual study skills
- Student support sessions
 - Disabilities information
 - Library services
 - Counselling sessions
 - ALLaN introduction
 - Strong Moves mentoring opportunities
 - Centrelink support information
 - Careers workshops
 - Cultural workshops including cooking with Elders and weaving

We estimate that we had over 1600 attendances over 194 Study Sessions across all ISC's.

Student Leadership Conference

In 2018, 14 Indigenous students were selected to represent the ISC's at the 2018 CSU Student Leadership Conference.

A range of key note speakers presented and students were given opportunity to participate in numerous student forums and to provide advice on CSU Strategy.

Indigenous Nationals

National Indigenous Tertiary Education Student Games (NITESG) began in 1996 as a joint class project between 13 students enrolled in a Diploma of Aboriginal Studies (Community Recreation) at the then Wollotuka School for Aboriginal Studies, The University of Newcastle.

Now referred to Indigenous Nationals, the event is a week-long multisport competition for indigenous student-athletes. The annual event aims to bring together student-athletes from universities across Australia to compete in a variety of sports and ultimately crown one university team the champion of the games. Indigenous Nationals is an amazing environment to not only celebrate the rich sporting culture of indigenous Australia but to also acknowledge the heritage and history of the participating student-athletes.

In 2018 13 Indigenous students represented CSU. Students reported that they enjoyed the event and would be interested in attending again if given the opportunity. Participating students began engaging in the ISC's post event and some have become mentors in other CSU programs.

Student Representative Groups

Two student representative groups were featured at our ISC's in 2018.

Wammarra Student Association Association's story (their words) -

Our Wammarra Indigenous Student Centre is essential to ensure that as students we are able to wholly engage with both university life and their programs of study. Aboriginal and Torres Strait Islander students who are first in family to enroll in undergraduate degrees need a comprehensive support program to ensure they are retained in their studies and are able to seek assistance to progress.

In the majority of instances CSU Indigenous Students also need assistance from student support staff to deal with their personal difficulties and be capable of making considered decisions to solve their problems. This may come in the form of referrals, guidance in how to resolve such matters and how to contact organisations or services that can deal with their difficulties. CSU Indigenous students seek assistance from their support Centres for advice that encompasses all aspects of their lives.

The CSU Indigenous Student Association goes beyond helping each other with academic skills, tutorial assistance, and enrolment matters. Indigenous students require support programs that are also areas of cultural safety so that they can have academic, social, cultural and emotional support as they progress through their years of study. But most of all, we are here for each other as students – as peers.

Issues and Achievements for the Wammarra Student Association for 2018

- The student association was active in voicing that we needed three new computers to replace old ones. Also, asked for a software update which was granted and funded by ISC.
- Two of the Students from the Wammarra Association last year went away to the CSU Student Leadership Conference.
- Three students from the Student Association attended the Koori Knockout to represent CSU.
- Six students participated in the Cycle challenge held in the gym
- O week representation on club day. Wammarra Student Association held a stall.
- Two Leadership students (President and Vice President) completed the CSU Ally training.
- 11 out of 17 meetings over the year were successfully attended
- Elder development – Successful engagement in developing relationships with some of the local Elders (Uncle Jimmy, Aunty Gloria and Aunty Mavis)
- Social nights – These were well attended throughout the year.

Ngunggilanha Social Club

Ngunggilanha Social Club was founded in 2014 with the aim to connect and support Indigenous students, staff and community by:

- Bringing all students, staff and community members close together.
- Supporting students with cultural, academic, financial and social support.
- Mentoring, build leadership qualities within members to join committees, gain employment within university ambassador programs and build role models within the community.
- Pathways for cultural enlightenment exchange with other indigenous people from around the world
- Deadly yarn-ups
- Collaboration with and promotion of services offered by the university.

- Have cultural events run by students on campus.

After having a 2 year break due to lack of student involvement the social club reopened in 2018, with the main goal for 2018 was to get the club up and running again.

In 2018 the club had three student executive members and 28 financial members. In 2018 the club participated and ran a variety of events to assist their objectives of connecting and supporting Indigenous Students, Staff and Community such as:

- Involved in the Indigenous Student Centre Ngunggilanha Reconciliation week events and hosting a Documentary screening of Occupation Native, followed by a yarnning circle. There was approximately 15 people in attendance ranging from Indigenous and non-Indigenous staff, students and community members.
- Sponsorship of a local Indigenous women's football team – Riverina Sistas. The team consisted of Indigenous students, CSU alumni and community members.
- The club executives assisted with the Indigenous Student Centre Ngunggilanha NAIDOC week video by participating in the video and assisted with filming.
- Due to a late start in re-opening the club only three meetings were held throughout 2018, with attendance was mainly club executives and Ngunggilanha Staff

The 2018 Club goal of reopening was a success and are hoping to build on that in 2019 with the aims for 2019 being:

- Increase the number of financial members and Elder memberships
- Hold regular meetings and club gatherings
- Gain sponsorship so that the club can have a cultural field trip or club day out every session
- Support the Indigenous Student Centre Indigenous Nationals teams by fundraising
- Better connect internal and online Indigenous students by holding club get together while online students are on Wagga Campus for Residential School
- Be more involved in the Wagga community by volunteering at community events and CSU Wagga campus events

Online Student Liaison Officer

As a strategy to meet the needs of the growing online cohort, CSU employed a Student Liaison Officer (Indigenous) to lead our online student engagement.

This has led to increased engagement of this cohort. We recognise the unique challenges facing many online students and are developing strategies to meet these needs going forward.

Ngiyambalgarra Program

The Ngiyambalgarra Program was developed in 2018 as an early engagement, pro-active approach to improve learning outcomes of our students entering into their first year studies in 2019.

Ngiyambalgarra is a Wiradjuri word meaning “speak together, to converse, to reply as an ongoing action.”

The Ngiyambalgarra Program has been developed to initiate early conversations with our commencing students, using our knowledge of barriers facing successful completion of higher education, and assisting in a holistic manner to overcome these barriers. Students are contacted on a regular basis to update progress and ensure the student and Student Liaison Officer (Indigenous) are taking a proactive approach toward success. Students that were successful in the IAP programs throughout 2018 were engaged with shortly after receiving an offer to study at CSU.

Indigenous Academic Success Program (IASP)

The Indigenous Academic Success Program (IASP) is funded by ISSP. This Program offers a suite of academic support services to Indigenous students studying at CSU, including content specific tutorial assistance, general

academic support provided by Learning Advisers (Indigenous) and Personal Success Plans to assisting students in mapping their individual success.

The available data indicates that broadly, among the 385 participants who received tutoring, progress stands at 82%, compared with 70% of Indigenous non-participants, a difference of 12 percentage points. These differences are most apparent in online students, with figures of 84% progress among participants against 65% among non-participants.

The Programs Personal Success Plans commenced as a pilot over session 2, 2018. This program works with students who are most at risk of failing and aims to improve the success rates and retention of Aboriginal and Torres Strait Islander students.

The IASP Learning Advisers (Indigenous) work mostly with students who have a lower progress rate, assisting our most vulnerable cohort to improve retention rates. 361 students actively worked with a Learning Advisers (Indigenous) in 2018.

IASP also funds premium memberships to Grammarly for all Indigenous students enrolled at CSU. Grammarly corrects spellings mistakes, checks for more than 250 grammar errors, enhances vocabulary usage and more.

All registered IASP tutors have access and are encouraged to complete CSU's Indigenous Cultural Competency Program. Those who have completed the Program are flagged and prioritised when staff allocate tutors to students.

Indigenous Cultural Competency Program

Charles Sturt University addresses the cultural competency of its staff and students to ensure a culturally safe and enriching environment in three main ways:

- Institutional Indigenous Cultural Competency Program and links to Cultural Immersion experiences for staff and students.
- Leadership by key Executive staff.
- Faculty engagement in curriculum development guided by Universities Australia's *The National Best Practice for Indigenous Cultural Competence in Australian Universities (2011)* and Universities Australia's *Indigenous Strategy 2017-2020* and our own internal policies such as CSU's Indigenous Education Strategy and the Indigenous Content in Courses Policy (2016-2020).

Since 2009 the Division of Learning and Teaching has employed a Senior Lecturer, Indigenous Curriculum & Pedagogy to assist course teams understand the Indigenous Cultural Competence Pedagogical Framework. In 2017 the Division appointed a Lecturer as the GLO Courses & Resources Lead, Indigenous Cultural Competency. The Division also has a Media Technologist (Indigenous Resources) to facilitate and to support this important work; including vital cultural liaison work with Elders and other Indigenous nation groups with CSU's footprint.

In 2015 under the Pro Vice-Chancellor (Learning and Teaching) portfolio an Indigenous Australian Curriculum & Resources Team was established. This team has become known as *Gulaay* - a Wiradyuri word for 'bridge or to cross over' - a name given by Aunty Gloria *Dindima* Rogers to acknowledge the work being done across the cultures (<https://www.csu.edu.au/division/learning-and-teaching/indigenous-curriculum>).

The Gulaay team produces learning resources that course teams can adopt and adapt in course and subject development. The team also provides university-wide professional development.

Cultural competency of students is in the main addressed via the curriculum. Since the majority of CSU students are studying in online/distance mode, embedding cultural competency in the curriculum is the most appropriate vehicle for reaching all. The CSU Indigenous Education Strategy (revised May 2017 see https://www.csu.edu.au/_data/assets/pdf_file/0018/144414/csu-indigenous-education-strategy.pdf) stipulates that all undergraduate and professional entry courses will incorporate Indigenous Australian content See <https://policy.csu.edu.au/view.current.php?id=00385>

The policy complements the CSU Indigenous Cultural Competency Pedagogy Framework (ICCPF) and the Indigenous Australian Content in Courses Policy (IACCP) and the mandate for a whole of university approach to the University's vision statement for the public good and the principles of cultural competence, social justice, and reconciliation.

Since 2009 CSU has trained over 400 staff (including Senior Executive and the University Council) in Indigenous cultural competency. In 2015 CSU rolled out its three stage Indigenous Cultural Competency Program. Stage 1 is the Individual Online Cultural Competency Program and is part of employment and probation requirements for all CSU staff. This individual component of the journey to cultural competence has as its learning outcomes increased cultural awareness and cultural sensitivity. Stage 2 of the program is a team-based discussion with a newly designed trigger resource *Cassie's Story 2: MINGAAN MIGAY YALBLINYA* which can be used as a tool to engage staff in further discussion with staff across the University.

This stage also includes co-facilitated workshops with discussion centred on progress from a collective level as well as an individual level. Stage 3 encourages the creation by staff of a Community of Practice to share achievements and challenges and to build institutional capacity. This stage has often leads to request for cultural immersion experiences by disciplines and groups. This places Cultural Competence training on a sustainable footing within the institution.

Since 2018 there are self-directed online modules, tasks and an assessment in the Graduate Certificate University Learning and Teaching (GCLTHE) that focuses on the conceptual, pedagogical and applied aspects of cultural competency and engages all probationer academics in reflection about their teaching practice in relation to social justice for Indigenous Australians.

To date we have approached half of all CSU staff having completed the first part of this training (Stage 1 above). Many are involved in the staged approach and some have already formed communities of practice (Stage 3). Without a doubt this is impacting on the organisational cultural change necessary to embed cultural competency across the institution. Once again an evidence based approach is being taken around this work with a research team headed by Dr Hill and involving senior staff at the University. This research resulted in Hill, B., Tulloch, M., Mlcek, S., & Lewis, M. (2018). The 'Within' Journey: Assessment of the Online Indigenous Australian Cultural Competence Training Programme at Charles Sturt University. *The Australian Journal of Indigenous Education*, 1-9. doi:10.1017/jie.2018.12 and can be accessed here: <https://www.cambridge.org/core/journals/australian-journal-of-indigenous-education/article/within-journey-assessment-of-the-online-indigenous-australian-cultural-competence-training-programme-at-charles-sturt-university/9FC10D51C83DDFCAB2E269A3A8F8D47B>

The inclusion of Indigenous curricula revolves around the Indigenous Education Strategy (IES) which mandates the inclusion of Indigenous curriculum commensurate with a Cultural Competency Pedagogical Framework and articulates a process for curriculum implementation. This work includes but is not limited to advice on inclusive curriculum in subjects and courses. To this date 40 Courses and over 50 subjects have been approved through Charles Sturt Universities Indigenous Board of Studies (IBS). We are currently working on a range of courses across Faculty with a small number of courses fully compliant. We support the integration of Indigenous content into curriculum at course and subject level through this Cultural Competence Pedagogical Framework and a set of Indigenous Cultural Competence Graduate learning outcomes (GLOs) which are reflected in subject and course design under Course Space (CSU's curriculum management tool).

The development of exemplars and resources from a range of disciplines, to support this curriculum inclusion is also vital. We have developed unique resources that are attracting national and international attention. Primarily, this work entails a high level of collaboration with Faculty colleagues at all levels and it involves working with many subject and course teams across the University. We believe now that to a certain extent we have momentum with our ICCP program that goes some way to address this training with the leadership being provided from the Senior Executive level. We believe we have a model of best practice within the sector for the ICCP online training.

Through the work of Gulaay CSU also leads Cultural Immersion experiences to Ngiyeempaa country in Menindee to sit with Ngiyeempaa Elder Aunty Beryl *Yungh a dhu* Philp-Carmichael. To this date over 100 academic, executive and senior University staff, including our current Vice Chancellor and his predecessor, on this journey. The objective of this journey is to give staff the experience of being connected to Country, of learning about Indigenous culture from Indigenous people and of reflecting upon their professional practice in light of this. This immersion activity builds on the work and scholarship we have undertaken around cultural competence (Hill, B. & Mills, J. (2012), 'Situating the 'beyond': Adventure-learning and Indigenous cultural competence', in *Discourse: Studies in the Cultural Politics of Education*).

The University's aim is not to force Indigenous community engagement and collaboration on staff but to build it into performance management descriptors so that those who do engage are encouraged and rewarded. Through this exchange and relationship building Ngiyeempaa and Wiradyuri Elders have reinvigorated their close traditional ties sharing a determination that indicates the importance of people – Indigenous and non-Indigenous

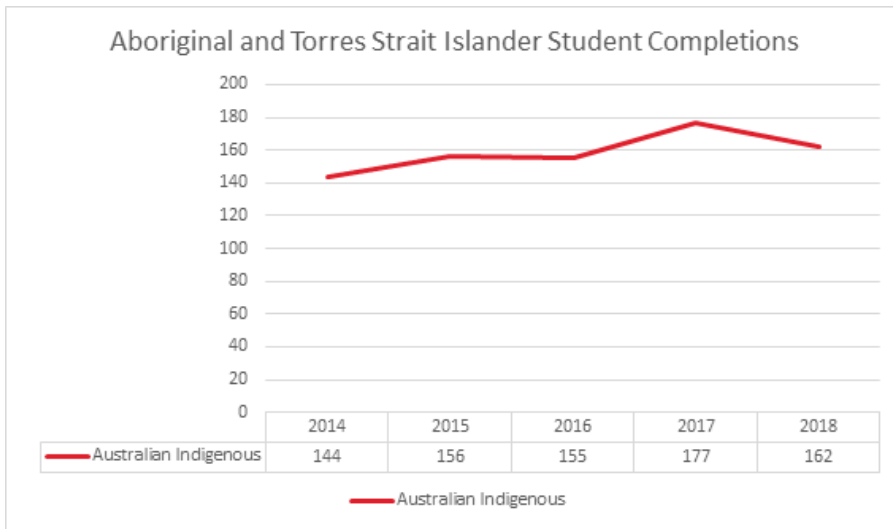
– recognising and understanding that traditionally there have been and continue to be cultural marriage laws that cross over between the Wiradjuri and Ngilyeempaa nations and when the need arises they share duty of care and responsibility. This care and responsibility of course also refers to the continued education of Aboriginal and Torres Strait Islander students and staff as well as the education and cultural orientation for non-Indigenous students and staff. Read more at <http://news.csu.edu.au/latest-news/indigenous/transformational-journeys-to-menindee?JI3VOXPKkLdtDJ5o.99>

In 2018-2019 Gulaay has been able to broker in consultation with Wiradjuri Elders for further CSU day-long and weeklong cultural immersion experiences off its Bathurst campus that is also being extended to CSU students as well as CSU staff. These experiences are initially administered through Gulaay Indigenous Australian Curriculum and Resources team in the Learning Academy of the Division of Student learning.

2a. Tutorial and other assistance provided (2018 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	343	5,698.4	349,305.40
	Post graduate	10	58	3,483.10
	Other	32	2,359.7	144,797.50
	total	385	8,166.10	497,586.00
	Level of study	Number of students assisted	Number of Interactions with this service	
Learning Advisers (Indigenous)	Undergraduate	293	<i>Not available</i>	
	Post graduate	61	<i>Not available</i>	
	Other	7	<i>Not available</i>	
	total	361	1,586	
Personal Success Plans	Undergraduate	13	34	
	Post graduate	1	3	
	Other	0	0	
	total	14	37	

3. Completions (outcomes)



Graduation



Graduating students from the Bachelor of Health Science (Mental Health)

Graduation Ceremonies are a proud event for Indigenous students and families after completing their University studies.

In 2018, 14 students graduated across all campuses. All ISC staff were involved in the week organising 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 2018 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. 14 students received a Graduation Grant in 2018 to enable family members and themselves to attend Graduation Ceremonies to celebrate their success at University.

Strategies to improve award course completion of Aboriginal and Torres Strait Islander students

Ngiyambalgarra Program

The Ngiyambalgarra Program was developed in 2018 as an early engagement, pro-active approach to improve learning outcomes of our students entering into their first year studies in 2019.

Ngiyambalgarra is a Wiradjuri word meaning “speak together, to converse, to reply as an ongoing action.”

The Ngiyambalgarra Program has been developed to initiate early conversations with our commencing students, using our knowledge of barriers facing successful completion of higher education, and assisting in a holistic manner to overcome these barriers. Students are contacted on a regular basis to update progress and ensure the student and Student Liaison Officer (Indigenous) are taking a proactive approach toward success. Students that were successful in the IAP programs throughout 2018 were engaged with shortly after receiving an offer to study at CSU.

The Ngiyambalgarra Program is a critical first step in the support offered by the ISC's to students, and help support the transition to independent learners. Support is offered during further years of studies on a needs basis. Students will identify as requiring specific supports, we will address those needs. Students may be identified as “high-risk” due to unsuccessful subjects – we work with these students to ensure the support processes required are in place for future subjects.

Personal Success Plan

In 2018 the IASP commenced a new aspect of the program, providing Indigenous students at CSU access to Personal Success Plans (PSP).

PSP's provide Indigenous students with the opportunity to work with a Learning Adviser (Indigenous) to plan and work towards achieving goals and increasing study success. Students deemed “at risk” (as defined in CSU's Academic Progress Policy), returning from taking a leave of absence or returning from an exclusion would benefit mostly. The Personal Success Plan is completed by the appropriate IASP Learning Advisor (Indigenous). Self-nominating students can request a PSP.

Career Development Service

Overview

The Career Development Service (CDS) helps students unlock their career. Our team provides students with support to research their career options, plan their job search, improve their resume, complete applications and prepare for an interview. Support is available to all enrolled students (both on campus and online), as well as alumni up to one year post completion of their course.

Promoting Jobs to CSU Students

Through our online jobs notice board, the CDS promotes paid and non-profit voluntary opportunities to currently enrolled students, including:

- Internships
- Vacation programs
- Graduate programs or other entry level opportunities
- Casual or part-time work

Benefits

- **Student retention & satisfaction:** through one-on-one appointments with students who are uncertain about course selection and can increase motivation through effective career planning support
- **Enhance student employability:** CDS workshops and events, online jobs and opportunities notice board, voluntary work placements, resources and one-on-one appointments
- **Employer relations:** facilitating connections with our students through hosting of career information sessions, posting available jobs and opportunities and connecting employers to relevant courses/staff

4. Indigenous Education Strategy accessible by public

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 Aboriginal and Torres Strait Islander people in higher education. This commitment is congruent with the Closing the Gap initiative addressing Aboriginal and Torres Strait Islander disadvantage.

The Indigenous Education Strategy was revised in 2017, and a full review of the Strategy was undertaken in 2018 by the Office of Indigenous Affairs. This Review included surveying past and present Indigenous students, and holding consultations with Indigenous community organisations across CSU’s footprint to assess the impacts of previous and current strategies, as well as to inform future strategic efforts. It is anticipated that, following the presentation of the Review, the Pro Vice-Chancellor (Indigenous Education) will work to create a fully updated Strategy in line with the Universities Australia Indigenous Education Strategy. The current revised Strategy is publicly available here:

https://www.csu.edu.au/_data/assets/pdf_file/0018/144414/csu-indigenous-education-strategy.pdf

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.

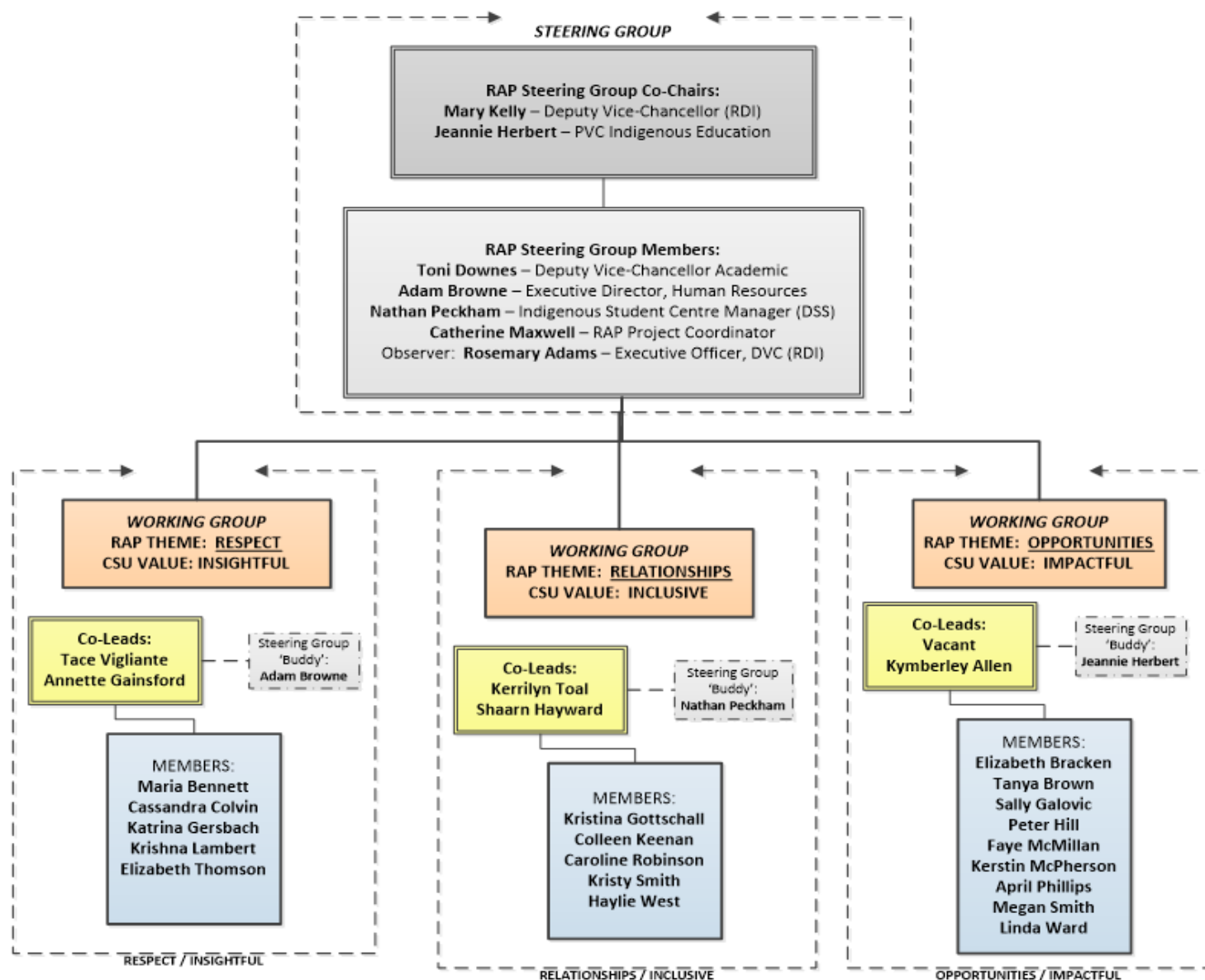
Reconciliation Action Plan (RAP)

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, and 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 2019. 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

The CSU Indigenous Australian Employment Strategy was first implemented in 2005 with reviews taking place in 2008, 2011, 2015 and review taking place currently, commencing in 2018 with plans to have an updated Strategy in place by end March 2019. The review will return the Strategy to measurable outcomes, and reference the development of 'Our CSU RAP', currently being developed. The Strategy will exist in line with the University Strategy which will remain until 2022.

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 2015 – 2017 strategy the expected outcomes are:

- An equitable and diverse workforce;
- 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 HDR Student Tuition Fee Support** – all Indigenous students admitted to a Higher Degree by Research program will not be subject to tuition fees and have are funded with an allowance to support their candidature.
- **Indigenous Academic Fellowship (IAF)** – in 2017, two further Indigenous Academic Fellows were appointed to the University, one within the Faculty of Science (working within Education as well) and the other Within the Faculty of Business, Justice and Behavioural Science. These positions consist of a 20% teaching workload, 5% administrative workload and 75% PhD workload. This program will be reviewed within the next two years as we learn more about creating a successful pathway to academia.

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).

As at 31 March 2018, the percentage of Indigenous staff represented across the CSU community were as follow:

- Total of ALL Indigenous Australian Staff represented across CSU community = 2.2%
- Total Indigenous Australian Academic Staff represented across CSU community = 1.3%

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 (2018 breakdown)

While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information below provides enhanced monitoring of the university's efforts in building its Indigenous workforce.

Faculty	Level	Position Title	Perm/ >1yr		Casual/ <1yr	
			Academic	Non-academic	Academic	Non-academic
Faculty of Arts & Education#	Level 4	<ul style="list-style-type: none"> Administration Assistant (Operations) 		1		
	Level 5	<ul style="list-style-type: none"> Administrative Officer to the Head of School 		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 x 2* 	2			
	ACAD B	<ul style="list-style-type: none"> Indigenous Academic Fellow* 	1			
Faculty of Business, Justice & Behavioural Sciences	Level 3	<ul style="list-style-type: none"> Operations Assistant* 		1		
	ACAD B	<ul style="list-style-type: none"> Indigenous Academic Fellow* 	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 D	<ul style="list-style-type: none"> Director, Djirruwang Project & Associate Lecturer in Indigenous 	1			

		Health/Mental Health*				
Office of the Vice-Chancellor	Level 4	<ul style="list-style-type: none"> Community Relations Officer 		1		
Office of the DVC (Academic)	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 2* Admissions Business Support Officer Student Service Assistant 		4		
	Level 5	<ul style="list-style-type: none"> Administrative assistant (Indigenous Programs)* Student Recruitment Adviser Programs Officer (Indigenous Programs)* 		3		
	Level 6	<ul style="list-style-type: none"> Student Liaison Officer (Indigenous) x 6* Indigenous Academic Success Tutorial Program Coordinator* Indigenous Success Officer x 2* Student Recruitment Adviser 		10		
	Level 7	<ul style="list-style-type: none"> Indigenous Academic 		2		

		Success Coordinator* <ul style="list-style-type: none"> Indigenous Liaison Coordinator* 				
	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		
	SNR05	<ul style="list-style-type: none"> Director, Indigenous Student Success* 		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		
	ACAD E	<ul style="list-style-type: none"> Chair of Indigenous Affairs* 	1			
Office of the Chief Financial Officer	Level 4	<ul style="list-style-type: none"> Grounds Supervisor Administrative Assistant Administration Assistant (Indigenous)* 		3		
	Level 5	<ul style="list-style-type: none"> Information Client & Technology Support Officer 		1		
Division of Human Resources	Level 6	<ul style="list-style-type: none"> Equity & Diversity Project Support Officer* 		1		
	Level 7	<ul style="list-style-type: none"> Indigenous Employment Coordinator* 		1		
TOTAL (47 staff)			Academic 8	Professional (inc 2 Snr Staff) 39	N/A	N/A

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 Support 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. The Indigenous Education Steering Committee will be restructured in 2019, to ensure that it best represents the range of Indigenous voices and other stakeholders at CSU.

Membership

- Deputy Vice-Chancellor (Research, Development and Industry) as Presiding Officer;
- Pro Vice-Chancellor (Indigenous Education)
- Representative of the Executive Deans;
- Director, Indigenous Student Success;
- 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.

The 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
- 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)

The Equity and Diversity Committee

Membership

- Deputy Vice-Chancellor (Students) (Presiding Officer)
- Executive Director, Human Resources
- Executive Director, Student Success
- 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:

- Deputy Vice-Chancellor (Academic)
- Pro Vice-Chancellor (Learning and Teaching)
- 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

Mr 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) and 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).

Mr Michael Peachey: Director, Indigenous Student Success

Mr Michael Peachey is a Wiradjuri man from the Wellington/Dubbo region and was appointed as Director of Indigenous Student Success in February 2018. Michael was with the University of New South Wales for 13 years before moving to CSU. He has been involved with education since 1994 and has had a great journey from being an Aboriginal Education Assistant, to teaching in both Primary and High schools before working in the university sector. Michael brings a wealth of experience from his work across Indigenous education and community engagement striving for better outcomes for Indigenous students.

Mr Nathan Peckham: Manager Indigenous Student Centres

Mr Nathan Peckham was on secondment as Manager, Indigenous Student Centres from November 2017 to 30 June 2018. Nathan had over 20 years’ experience working in Indigenous Affairs across the areas of health, education, housing and community engagement. Through positions in the government and 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.

Mr Blake Dunn: Manager, Indigenous Student Centres

Mr Blake Dunn is the current Manager, Indigenous Student Centres after taking the offer from CSU in July 2018. Blake has come to CSU from the Police Citizens Youth Clubs NSW (PCYC NSW) organisation where he was Regional Club Manager. Through numerous government and non-government roles he has worked with numerous Indigenous communities to achieve positive outcomes in the areas of youth development, sport development and crime prevention. A passion for Indigenous education, leadership and success has led Blake to CSU.

Ms Shaarn Hayward: Team Leader, Indigenous Academic Success

Ms Shaarn Hayward is a Wiradjuri woman who has grown up in Birpai Country. Shaarn was appointed as the Team Leader, Indigenous Academic Success in July 2016 and has been at CSU for 5 years. Shaarn holds a Bachelor of Arts (Majoring in Indigenous Studies) and a Bachelor of Laws. She has a passion for Indigenous Education and the success of Indigenous students.

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 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.

Ms 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.

Ms 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.

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

The incorporation of Indigenous Australian content in curriculum at CSU is guided, supported and authorised by the Indigenous Board of Studies (IBS) who approve inclusion, classification/recognition and the quality assurance of Indigenous Australian studies subject content in any CSU course. The IBS is a sub-committee of Senate's Curriculum, Learning and Teaching Committee (CLTC). The CLTC approves the IBS Terms of Reference and monitors the processes and systems used by IBS to support and quality assure the incorporation of Indigenous Australian Content, including Discipline specific content, in any CSU course or subject, and determine course-level compliance with the ICCPF. The IBS Terms of Reference include:

- Provide formal and informal advice on the inclusion of Indigenous Australian content in programs of the University and the development of specific programs for cohorts of Indigenous Australian students;
- guide processes related to the development, design and approval of Indigenous Australian content;
- periodically monitor Subject Outlines of classified subjects and of standard subjects with modules containing Indigenous Australian content;
- act as delegated authority of Senate/CLTC to grant ICCPF compliance status to required CSU courses;
- act as delegated authority of Senate/CLTC to approve/reject applications for subjects to be categorised as Indigenous Australian Studies, Discipline-specific Indigenous Australian Studies, and Hybrid Indigenous Australian Studies. Such subjects must be approved by the Indigenous Board of Studies before School Boards/Courses Committees can endorse/approve such subjects;
- act as delegated authority of Senate/CLTC authority to give formal advice to Executive Deans of Faculties and School Boards/Courses Committees about recommended changes to: subjects; modules; teaching and learning activities; assessment tasks; assessment processes; benchmarking; and resources which have any Indigenous Australian content (Indigenous Australian Content in CSU Courses Policy, p. 5).

Indigenous Australian Content in Courses Policy was passed by Academic Senate at the end of 2015. It formalises the arrangements that have been in existence for a few years for the work of the School of Indigenous Australian Studies, Division of Student Learning and the Indigenous Board of Studies.

All subjects incorporating Indigenous content must be approved by IBS. There are three categories of subjects recognised and approved by IBS at CSU:

- i. Indigenous Australian Studies – subjects taught by the School of Indigenous Australian Studies (SIAS);
- ii. Hybrid Indigenous Australian Studies – subjects taught by Faculties which have an Indigenous Australian Content component taught by SIAS;
- iii. Discipline-specific Indigenous Australian Studies – these subjects may be taught by schools other than SIAS or in collaboration with SIAS.

An additional category of subject not covered by this policy:

- iv. Restricted subjects – in courses offered specifically to Aboriginal and Torres Strait Islander students.

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.

In 2009 CSU's Academic Senate approved a set of Graduate Attributes and in 2015 nine Graduate Learning Outcomes (GLOs). In 2018 these GLOS were mandated for all Courses at CSU. The primary "change agent" GLO is Indigenous Cultural Competency Indigenous Australian Content in Courses Policy Approved by Senate in

2015, the policy has been developed to clarify the compulsory aspects of Indigenous Australian Content in CSU Courses. As such it is not new in intent or focus, but builds on good work that has been happening since 2009.

Many resources are stored as a specific Indigenous Collection in CSU's Learning Object Management System including a number that have been created at CSU Open Educational Resources. Open Educational Resources OER universities is a philanthropic organisation supported by UNESCO and Commonwealth of Learning with the purpose of providing affordable degrees to the estimated 94 million learners world-wide who do not have access to university education. The subject called IKC101 Indigenous Australian Histories, Cultures and Contemporary Realities has been redeveloped as an open subject on this open platform and launched in 2016. CSU content about Indigenous issues – co-created by Indigenous Australian and non-Indigenous Faculty colleagues and teams – is therefore available on the international stage and we are hopeful that this will draw new students into CSU enrolment for further study.

The Graduate Attributes Policy specifies the characteristics of CSU graduates. These are in line with the criteria of the Australian Qualifications Framework (AQF) and express the values of the University. The main way of ensuring that graduates meet AQF standards and CSU Graduate Attributes is to design CSU courses to align with the standards. A set of common learning outcomes has been written to assist course teams with alignment between standards, course & subject outcomes, and assessment. These are called CSU Graduate Learning Outcomes (GLOs). There are nine GLOs: six foundational skills and three “change agent” GLO's. Indigenous Cultural Competency heads the list.

The Division of Learning and Teaching provides advice to course teams on embedding the Indigenous GLO in course design. Course design has been governed by a new transformational process at CSU since 2013. This process is underpinned by a software tool called CourseSpace. To date over 38 courses have undergone review and therefore can demonstrate in CourseSpace their alignment to the Indigenous Cultural Competency GLO and all Courses are expected to meet this policy requirement by 2020.

Evaluation/review: Measuring Performance and Meaningful Indicators

In 2017-2018 Gulaay established and maintained ongoing relationships with Professor Jim Tognolini, Head, Educational Assessment and Measurement Hub, The University of Sydney to share expertise between universities around the stages of development of Indigenous Cultural Competence (ICC) for staff, students and the CSU community. This includes the use and evaluation of learning materials, the outcomes of staff professional and academic development, with a particular focus on teachers, the types and style of assessment offered to students, and also the use of criteria and rubrics providing feedback and grades (where necessary). Under the Indigenous Curriculum Working Party Implementation Plan (Dec 2017) the inclusion of a Measurement & Evaluation sub-plan was discussed, and was noted for further discussion and development at the end of 2018. A second Roundtable discussion offered by the Division and inviting key faculty members may be held in Bathurst early-mid 2019.

In 2019, there are two School generated action research projects that will survey teaching staff and students on their ICC development and application to professional practice in consultation with the university Learning Analytics team, a novel project is being scoped which leverages the use of learning analytics tools at the subject and course level where ICC content is identified and embedded. The focus is on students' development towards ICC, an analysis of preferred learning and teaching approaches, optimal assessment tasks, immersive activities, and academic outcomes.

Whilst all facets of ICC work at CSU offer opportunities for disciplinary interpretations and contextualization of the pedagogical framework, the need for coherence within and across curriculum can be mapped and reviewed.

We believe now that to a certain extent we have momentum with our ICCP program that goes some way to address this training with the leadership being provided from the Senior Executive level. We believe we have a model of best practice within the sector for the ICCP online training, and are building a best practice model for the development, management and evaluation of GLO's in curriculum.

Some Outcomes from the work of Gulaay with Elders and Faculty

Indigenous learning resources



Jade Yanhadarrambal Flynn Indigenous Media Resources Officer

The Division of Learning and Teaching team has collated hundreds of resources into the CSU Learning Object Management System. These images, documents, books and videos can be adopted by subject developers when introducing Indigenous content into CSU subjects. The Indigenous Media Resources Officer position is responsible for the promotion and reciprocation of the developed resources, ensuring Indigenous Cultural Intellectual Property integrity is maintained. The team has also created many CSU specific resources including the multimedia resource called Cassie's Story. Cassie's Story is embedded in the staff Indigenous Cultural Competency Program and in the Graduate Certificate in Learning & Teaching in Higher Education which is compulsory for all new academic staff as well as in six other courses including Law, Management, Politics and Nursing.

Graduate Certificate Learning and Teaching in Higher Education (GCLTHE)

Gulaay has co-created content including modules, learning tasks and assessment in the Graduate Certificate Learning and Teaching in Higher Education (GCLTHE) that focus on cultural competency and engage all probationer academics in reflection about their teaching practice in relation to social justice for Indigenous Australians. This content is compulsory for all new academic staff. Approximately 65 staff per year complete these two subjects. Many are involved in the staged approach of the ICCP as a result and some have already formed communities of practice within disciplines and across-divisions. Without a doubt this is impacting on the cultural change necessary to embed Indigenous Australian cultural competency across the institution.

Cultural Immersion experiences for staff and students



Bathurst Wiradyuri Elders on Country in cultural immersion with the School of Community and Public Health 2018.

Faculty of Science Indigenous Working Party Group

In 2019 as a result of a growing need to invigorate work within the Faculty, the Faculty of Science Indigenous Working Party Group was established with the following planned outcomes:

- To foster authentic and meaningful lasting relationships with Indigenous Australian communities within the Faculty of Science footprint that values reciprocity
- To advocate for the movement to *Close the Gap* including the maintenance of those shifts that have been made and to grow and to ensure sustained and meaningful long-term change. The journey to truly close the gap is one for every Australian to walk. Together, through aspiration, mutual respect and genuine partnership, we can achieve a safe and prosperous future for all Indigenous people.
- To plan a timeline for course and subject development during 2018-2020, including Indigenous Board of Studies (IBS) submissions
- To provide practical and collegial support for Course Directors, Heads of School and subject coordinators to facilitate the integration of Indigenous Australian Content in FoS subjects and courses
- To foster learning and teaching that is derived from evidence based best practice, privileging the work of Indigenous scholars
- To advocate for quality learning experiences and authentic assessment tasks which frame the students' experience of their developing cultural competence
- To facilitate the forward communication to the CSU ICWG and senior staff beyond policy requirements deadlines to embrace the conscientious work that reflects on - and acts accordingly about - the student experience of inclusive Indigenous Australian content

- To facilitate professional development opportunities for Course Directors, academics, Educational Designers, Course Design Lead and student representatives, in order to foster culturally competent practice
- To provide practical and collegial support for Course Directors and subject coordinators to facilitate the preparation of IBS submissions
- To plan data collection to inform evaluation of IACC policy implementation and provide evidence in the form of reports and research publications.

Learning and Teaching with Bathurst Wiradyuri and Aboriginal Community Elders (BWCE)



Wiradyuri Elders working with School of Engineering staff on cultural orientation.

Since Gulaay was established 2015, a robust and collaborative tenor has been established between CSU and the Bathurst Wiradyuri and Aboriginal Community Elders. An initial space was found for the Elders as an interim measure (to complete possum skins cloaks and attend to other cultural transference) while other conversations were had about the possibility of exploring a possible permanent abode which would be a dedicated learning centre. In 2018 plans were made by CSU senior Executive to house the Elders in a central part of the CSU Bathurst campus. Currently a core group of 6-8 Elders meet regularly at CSU in Bathurst to provide cultural mentoring and pastoral support for Aboriginal staff and students at CSU. The Elders feel very strongly that this space is a neutral one (not impacting the operations of the student support centres at Wammarra; which they also support) and also connecting them into the University so that collaborative partnerships can develop founded on mutual respect and two-way communication. It is envisaged that this centre will form part of a Wiradyuri precinct within the CSU Bathurst campus with a yarning circle and eco-walk all in the shadow of Wahluu (Mt Panorama) which is the most significant places for Wiradyuri in this area.

From a learning and teaching perspective there has been the building of capacity in curriculum and content with Elders talking with academic and general staff, and students around cultural orientation and cultural recognition, Wiradyuri cultural and heritage, local histories and current issues. The Elders have also designed and facilitated from this space with cultural immersion activities for both students and staff. This partnership and work involve local communities in the life of the university and it establishes a locus point of contact that does not hinge on any one individual but instead involves relationships with many.

Aboriginal staff and students see the interaction with Elders as invaluable and these interactions give Aboriginal people who study and/or work at CSU a sense of cultural safety and cultural inclusion. Often Aboriginal staff and students are *off Country* whilst in Bathurst and access to Elders provides some sense of community and *home*. This cannot be quantified in economic terms but anecdotally it is this type of support that can be the difference between a staff member or student choosing to stay or go depending on the support available. During their meetings Elders interact with CSU staff and students as well as external community members, a wide variety of other outside interested parties such as local council, local businesses, schools and institutions, environmental

groups, non-profit groups and generally anyone who seeks their counsel. The group gives advice and insight into local Wiradyuri cultural matters whenever people ask and they provide cultural mentoring for all who interact with them.

The following is a brief outline of the work that has been undertaken recently. The Bathurst Wiradyuri Elders with Gulaay has participated in the following:

- Teaching into The Centre of Law
- Teaching within The School of Engineering
- Work within The School of Communication & Creative Industries for the Kajulu / Bathurst Heritage Park project where groups of Capstone students undertook consultancies with the Wiradyuri Traditional Owners Central West Aboriginal Corporation to research, develop and present an Advertising Plan.
- Teaching into the School of Psychology in particular Balgargal Cultural Immersion subject (PSY 320) developed in conjunction with Wiradyuri Elders and approved by IBS March 2018. This subject that has been developed with Wiradyuri Elders involvement from the very start. It has relied on their input in all aspects of subject design, and will continue to rely on their unique knowledge and skill in teaching. Indeed, Australian Aboriginal Elder's knowledge is a crucial and revered aspect of this subject. It is this teaching that is anticipated to bring about the true integration of knowledge, values, reflection and skill among students. This is a unique subject for Psychology student to undertake cultural immersions as part of their curriculum.

A pivotal report which has driven the subject's more recent development is the Australian Indigenous Psychology Education Project (AIPEP) Workforce Capabilities Framework. AIPEP was jointly funded by the Office of Learning and Teaching and the Australian Psychological Society between 2013 and 2016. The workforce capabilities research in this project considered the training necessary for psychology graduates to work effectively with Aboriginal and Torres Strait Islander people.

A key recommendation that resulted was that psychology students need first-hand experience interacting with Australian Aboriginal and Torres Strait Islander people in an informal capacity, before taking on a professional role. It was identified that lack of this experience currently impedes graduates' ability to engage, listen and develop empathy. PSY320 provides this experience which was recognised as crucial for the professional development of psychologists.

- Cultural immersion for the Centre for Law students for both JST309 (Aboriginal Communities and Policing) and LAW314 (Community Law) as an ongoing practice as the cultural immersion requirement is attached to current curriculum content and assessments for both subjects.

- Cultural immersion for the School of Community & Public Health staff (August 2018)

Cultural immersion for the Three Rivers Health Department Unit staff (April 2019)

- Cultural Immersion for the DVC (Students) senior leadership staff (May 2019)

In 2018 Gulaay with the Faculty of Art and Education brokered the visit of Professor Cindy Blackstock.



Professor Cindy Blackstock with Associate Professor Susan Mlcek from the Faculty of Arts and Education.

<https://news.csu.edu.au/latest-news/indigenous/csu-hosts-international-academic-and-first-nations-activist>

This was Professor Blackstock's second visit to CSU Bathurst.

In 2019 Gulaay assisted the Faculty of Arts and Education with the visit of Maori Scholar Associate Professor Leonie Pharma from Waikato University.

<https://news.csu.edu.au/latest-news/charles-sturt-university/csu-hosts-visiting-scholar-and-human-rights-activist-from-new-zealand>



Associate Professor Leonie Pharma from Waikato University in a Wiradjuri possum skin cloak with Aunty Leanna Wirribee Carr.

These international world-renowned scholars are attracted to CSU because of the unique ways the institution is embracing and fore fronting their relationship with Indigenous communities, Indigenous staff, and Indigenous students and their allies and the Elders as the traditional knowledge holders and those who have the cultural authority to Speak for Country.

Examples of Cross- Faculty Scholarship in Learning and Teaching Indigenous Australian Curriculum and Pedagogy.

Hill, B., Carmichael-Philp, B., & Bacchus, R. (In Press 2019). "Practicing Wisdom Every Day". In J. Higgs (Ed.) *Practice Wisdom*, Brill Sense.

Zundans-Fraser, L., Hill, B., & Bain, A. (2017). 'Strong foundations, stronger futures: Using theory-based design to embed Indigenous Australian education content in a teacher education programme'. In Paul Whitinui, Carmen Rodriguez de France & Onowa Mclvor (Eds.), *Promising Practices in Indigenous Teacher Education*, Springer.

Auhl, G., Gainsford, A., Hill, B., & Zundans-Fraser, L. (2017). 'Building Indigenous culturally competent teacher education programs'. In Paul Whitinui, Carmen Rodriguez de France & Onowa Mclvor (Eds.), *Promising Practices in Indigenous Teacher Education*, Springer.

Vigilante, T., Gainsford, A., & Hill, B. (2018). *The Sentiments, the Deeds, the Words and the Healing*, by invitation from the Charles Sturt University, Deputy Vice Chancellor of Research, Reconciliation Week 2018.

Ms Therese Jones-Mutton, Ms Katherine Herbert, Dr Barbara Hill & Ms Melinda Lewis (2018). How you build a course and professional identity in online courses and preparing students for practice. *The Australian New Zealand Social Work and Welfare Educators and Research Group*.

Biles, J., Coyle, J., Bernoth, M., & Hill, B. (2018). 'What lies beneath? Capturing the hidden curriculum in the development of Indigenous Australian cultural competence'. 11. Paper presented at National Centre for Cultural Competence, NSW, Australia.

Caroline Robinson, Barbara Hill, Chontel Gibson, Natalie Hamam, Kay Skinner & Brett Biles (2017). 'Reflecting on our First Steps: Indigenisation of the Curriculum in Occupational Therapy and Physiotherapy'. Presented at the LIME Conference, Melbourne 2017.

Kay Skinner, Barbara Hill & Brett Biles (2017). 'Reflecting on our First Steps: Integrating Indigenous Australian Curriculum across a Physiotherapy degree'. MOMENTUM 2017 (APA's peak national conference).

Hill, B., Danaia, L., Mlcek S., Rose K., Bennett, A., & Tinney, H. (2017). Keeping the community spirit of regional NSW alive. TAFE Western Connect and Charles Sturt University. Research project 2016-17: Position paper.

Work in progress:

- Hill et al (in press 2020) *Teaching Aboriginal Cultural Competence: Authentic Approaches* lead by Gulaay. This is a cultural competence practice-focussed book and will be published by Springer. It involves a multidisciplinary scholarly offering from all Faculties at CSU.
- LIME abstracts (2019) led by the School of Community & Public Health.

Engagement with Indigenous community in relation to learning and teaching

Some current examples of ways in which staff engage with Indigenous community is provided below.

- Dr Dave Ritchie and Narrandera Community. See <http://narranderaargus.com.au/fixing-the-health-system-one-story-at-a-time/>
- **History of Bathurst Resource with Bathurst Wiradjuri Elders, the Faculty of Business Justice and Behavioural Science, Centre for Law, Gulaay, School of Humanities and the School of Psychology. This is now included in Charles Sturt Universities Indigenous Curriculum Working Party Implementation Plan. See https://www.theguardian.com/australia-news/2018/aug/07/bathurst-where-the-spirits-prowl-and-whisper-painful-bloody-truths?CMP=Share_iOSApp_Other**
- Gulaay negotiated a conference plenary for Ngijeeempaa Elder Aunty Beryl Philp Carmichael for the 2019 Australian Society of Sport History Conference (hosted by the Faculty of Science staff) held at

CSU in Bathurst July 2019. Dr Philp Carmichael will speak about Indigenous sport from both a traditional and contemporary perspective.

- The University has funded publication for Aunty Beryl Philp Carmichael's book *In the Footsteps of an Ngijyeempaa Elder* which carries a foreword by Vice Chancellor and President of Charles Sturt University Professor Andy Vann and which will be launched in 2019.

6a. Statement by the Indigenous Governance Mechanism

Charles Sturt University meets the requirement of the guidelines with Indigenous Governance Mechanism by having the following in place.

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).

Charles Sturt University is constantly in consultation with a number of prominent Indigenous community members and Indigenous staff. For example Charles Sturt University has an Indigenous Board Member, a Chair of Indigenous Affairs, a Pro Vice-Chancellor (Indigenous Education), an Indigenous Head of School, 7 Academics and 2 Directors (Senior Professional staff) who are all involved in the decision making discussions at a higher level within the university. There is also a high number of Indigenous community and staff members sitting on both the Indigenous Education Steering Committee and the Equity and Diversity Committee as well. While the monitoring of the allocation and spend of ISSP funds at Charles Sturt University is being led by a Senior Indigenous Staff Member.

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Financial Acquittal

Organisation

Charles Sturt University

1. Income (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
ISSP Grant 2018	\$3,888,010.95	\$0.00	\$3,888,010.95
Special Funds – Endowment	\$77,340.00	\$0.00	\$77,340.00
Interest earned/ royalties	\$0.00	\$0.00	\$0.00
Sale of assets	\$0.00	\$0.00	\$0.00
Department of Human Services	\$19,595.49	\$0.00	\$19,595.49
Other Funds	\$5,078.13	\$6,209,105.00	\$6,214,183.13
A. Total Income 2018	\$3,990,024.57	\$6,209,105.00	\$10,199,129.57

2. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Salaries	\$2,600,953.42	\$5,299,160.08	\$7,900,113.50
Travel – domestic	\$190,504.64	\$354,675.49	\$545,180.13
Travel – international	\$0.00	\$0.00	\$0.00
ISSP Asset purchases	\$0.00	\$0.00	\$0.00
Conference fees and related costs	\$20,570.09	\$0.00	\$20,570.09
Rollover of funds for approved activity ^	\$0.00	\$0.00	\$0.00
Endowment expenditure	\$66,916.50	\$0.00	\$66,916.50
Communications	\$4,739.75	\$1,290.00	\$6,029.75
Fees for Services	\$165,705.65	\$430,086.00	\$595,791.65
Motor Vehicle expenses	\$3,114.54	\$6,139.00	\$9,253.54
Advertising, Promotion and Marketing	\$25,524.96	\$2,030.00	\$27,554.96
Stores and Provisions	\$138,139.40	\$7,925.00	\$146,064.40
Scholarships and Grants	\$360,475.62	\$115,152.00	\$475,627.62
B. Total Expenditure 2018	\$3,576,644.57	\$6,216,457.57	\$9,793,102.14
C. Unexpended funds PM&C agreed to rollover	\$400,000		
D. Unexpended Funds to be returned to PM&C	\$13,380.00		
E. TOTAL ISSP Funding use (B+C+D)	\$3,990,024.57		

Note: A-E must equal zero

Agreed roll over into 2019 quarantined for the refurbishment of the Bathurst Elders Space on Campus

3. Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2018

1. If applicable, GST received by you in 2018 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).		\$0
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)		\$0
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /	Amount 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:

Mr Paul Dowler

(Print name of relevant officer)

Chief Executive Officer

(Print position title)



(Signature and date)

17/04/2019

Telephone contact: 02 6933 2255

E-mail: pdowler@csu.edu.au

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 CERTIFICATION

Complete this certification after reading the completed 2018 Performance Report and 2018 Financial Acquittal for the Indigenous Student Success Programme.

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 2018 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 2018 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:

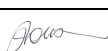
Title:

Signed:  Date:

Certification made by Vice-Chancellor or equivalent delegate:

Name:

Title:

Signed:  Date: