

## INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Performance Report

<b>Organisation</b>	Charles Darwin University		
<b>Contact Person</b>	Jessica Procak		
<b>Phone</b>	088946 6422	<b>E-mail</b>	Jessica.procak@cdu.edu.au

### 1. Enrolments (Access)

This report details the performance of Charles Darwin University (CDU) during the 2018 calendar year in increasing the participation, retention and success of Aboriginal and Torres Strait Islander (Indigenous) students throughout their education journey. CDU acknowledges that the commitment and responsibility of Indigenous student success is a university wide approach, and is imbedded in the CDU Strategic Plan 2015 – 2025.

The Office of Indigenous Student Services (OISS) forms a core component of the activities within the Indigenous Leadership portfolio and provides a comprehensive range of services and support to assist Indigenous students in their VET and HE aspirations. Serviced by a total of 17 staff in 2018, OISS works in direct partnership with a wide range of internal stakeholders (e.g. CDU Colleges, Student Admissions and Equity Services, Library, Scholarships, Academic Language and Learning Success Program, Peer Assisted Study Sessions Program, Learnline etc.) to provide Indigenous students comprehensive information, advice and support on a wide range of matters.

Consisting of two discrete areas – the Indigenous Grants Team provides specialist advice, expertise and support on all supplementary funding programs and projects including Tutorial Support and Away From Base. Tutorial Support (previously known as ITAS) is an imperative component of Indigenous success at CDU, and the reinvigoration of the Program has also attracted highly qualified and competent tutors who respect and are committed to Indigenous student success.

The second area of OISS is the Indigenous Student Support Team which consists of professional Indigenous Student Support Officers providing a range of tailored guidance, pastoral care, advocacy, academic support and mentoring to VET and HE students along their educational journey in a safe and culturally enriched environment.

OISS offers three culturally safe facilities and learning environments for Indigenous students, including Casuarina Campus (Gurinbey); Katherine (Yangan-garr); and Alice Springs (Akaltye). In late 2018, the Alice Springs Akaltye Centre underwent renovations to provide a modern and updated culturally safe space for Indigenous students to learn and study, similar to the Casuarina Campus. The Centre is now a modern space consisting of ergonomic sit – stand desks, a private tutorial room, free Wi-Fi campus wide, quality kitchen and lounge/break out space for students.

OISS support all prospective, current and previous Indigenous students at CDU including students participating in enabling programs, such as the CDU Tertiary Enabling Program and the Preparation for Tertiary Success – which is a CDU course conducted by Batchelor Institute staff.

OISS also engage with both primary and secondary level schools both locally and nationally, showcasing the facilities of the Casuarina Gurinbey and Alice Springs Akaltye Centres. Consistent with prior years, OISS have also continued with community engagement through hosting events for the National Sorry Day and the National Apology to the Stolen Generations as well as attending NAIDOC, Reconciliation Week, Garrmalang, Barunga and Garma. Whilst at the three days of Garma, two of the Indigenous studies lecturers from the College of Indigenous Futures, Arts & Society conducted culturally engaging short Yolngu language workshops.

## 1. Enrolments (Access) Cont'd

Furthermore, to assist with the academic progression of first year students, OISS successfully hosted and delivered two Indigenous Academic Skills Workshops at the start of semester 1 and semester 2 which had 36 students attending in total. The workshop provided the students with intensive academic skills required to successfully navigate university and was delivered in direct partnership with CDU wide staff and external stakeholders (e.g. Career Trackers).

To further increase more students receiving financial assistance, the Indigenous Commonwealth Scholarship criteria was altered in 2018 to include part-time students, as this reflects the current CDU Indigenous student demographic. Reward scholarships were also offered to students enrolling in their first degree, and as a one off incentive, additional reward scholarships were also awarded to eligible high achieving Indigenous recipients, including two students who successfully completed their enabling program and continued into higher education at CDU. Scholarships have also been actively promoted by the OISS staff through targeted individual marketing (emails and phone calls) as well as on the newly created OISS Facebook page.

Consistent with 2017, the Indigenous specific strategies that have been implemented for engagement, progression and outcomes highlighted throughout this report have been funded primarily from ISSP funding with a smaller contribution from CDU funds. However the services that are provided by CDU to the general student and staff population are not duplicated/replicated through the use of ISSP funding and the Indigenous Leadership Portfolio do not duplicate services already offered by the University.

### 1a Scholarships (2018 breakdown)

Student category	Education Costs		Accommodation Costs		Reward		Total/ Students Assisted (headcount)	
	\$	No.	\$	No.	\$	No.	No.	\$
<b>From Regional/ Remote-undergraduate</b>	\$219,450	87	\$13,355	3	\$102,500	42	87	\$335,305
<b>From Regional/ Remote-postgraduate</b>	\$11,000	5	\$0	0	\$5,000	2	5	\$16,000
<b>Undergraduate (non-regional/remote students)</b>	\$28,190	13	\$2,677.50	1	\$15,000	6	13	\$45,867.50
<b>Post-graduate (non-regional/remote students)</b>	\$8,000	2	\$0	0	\$2,500	1	2	\$10,500
<b>Other</b>	\$96,500	41	\$0	0	\$0	0	41	\$96,500
<b>TOTAL</b>	\$363,140	145	\$16,032.50	4	\$125,000	51	145	\$504,172.50

Value of Scholarships <u>awarded</u> by the university to <b>remote or regional students</b> in the <b>2017</b> academic year (Section 21(3) in the Guidelines refers)	<b>\$350,815.50</b>
Value of Scholarships <u>offered</u> by the university to <b>remote or regional students</b> in the <b>2018</b> academic year (Section 21(3) in the Guidelines refers)	<b>\$433,506.00</b>

## 2. Progression (access and outcomes)

Through the introduction of the university wide accessed Customer Relations Management (CRM) tool, successful and consistent Indigenous student engagement and outreach has been effective throughout 2018. Through the tool, the OISS student support staff committed to actively engage with all Indigenous students at CDU through phone or email at least twice per semester. Whilst emphasis is placed on their studies and education (opportunities for CDU academic workshops or short educational sessions), staff also encourage and refer students to internal and external services and support (e.g. Accommodation, medical services, career opportunities, childcare, counselling, Indigenous Scholarships). Further engagement and opportunities are also promoted through the newly created OISS Facebook page for example external cadetships/internships.

OISS also focused on contacting students who have discontinued their studies at CDU, and also students who are failing or may be under progression whilst offering them support to access to the relevant services. All Indigenous students are also actively encouraged to engage and commit to the Indigenous Tutorial Support Program which has refined guidelines for 2018 to enable Indigenous student success and learning.

The Tutorial Support Program has been an invaluable program for Indigenous students at CDU, which in 2018 successfully supported a total of 162 HE students (6 postgraduate by coursework, 3 enabling and 153 undergraduate students).

CDU Indigenous demographic differs from all other higher education institutions, and consistent to 2017, the majority of Indigenous students in 2018 are:

- aged 30 yrs. and over
- Female
- Non-school leavers
- Part time
- Regional and remote or interstate

Although the student demographic is predominately part-time, there has been an increase in students opting to study full-time. However for the demographic of CDU Indigenous students, it does take longer for course completions and full-time study commitment is harder, due to other obligations such as employment, family and community.

In spite of these issues the numbers of Indigenous people enrolling in higher education courses at CDU in 2018 has increased by 4.5% (EFTSL 364) exceeding all previous years including the highest enrolments recorded in 2017 (EFTSL 349).

Improving the cultural competency of all staff at CDU, in 2018, the University held seven (7) one-day cross-cultural awareness training workshops and provided the option of online cross-cultural training for the first time. The one-day workshop was attended by 88 employees with a further 10 employees completing the training online, giving a total of 98 employees.

Run by the CDU Office of People and Capability this training introduces staff to Indigenous culture and practices by exploring the impact of history on current issues in Indigenous communities, outlining models for cultural comparison and establishing key principles for cross cultural work. It examines the ways of organising family, networks and relationships and the implications for those engaging with Indigenous communities.

## 2. Progression (access and outcomes) Cont'd

In late 2018 OISS conducted an Indigenous Student Survey which asked students about a range of topics at CDU including the cultural safety, scholarships and what services CDU may need to broaden. Overwhelmingly there was a response reiterating the need for more scholarships and access to scholarships to assist students with the financial burden of studying and to limit the students studying part-time. There was also the need for more academic tailored workshops, including post-graduate workshops which have been introduced in 2019.

As aforementioned, the Indigenous Academic Skills Workshop is fully funded by ISSP to target first year students and provide them with the success and academic foundations required to navigate their first year at CDU effectively.

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

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	153	13,296.60	<b>\$378,018.04</b>
	Post graduate	6	451	<b>\$20,533.26</b>
	Other	3	176	<b>\$5,881.74</b>
	<b>total</b>	<b>162</b>	<b>13,923.60</b>	<b>\$404,433.04</b>
Indigenous Support Unit or other Indigenous student support activities	(optional breakdown)	N/A	N/A	N/A
	<b>total</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Add other categories as relevant		N/A	N/A	N/A

### 3. Completions (outcomes)

CDU OISS support staff regularly contact students to promote a wide range of external stakeholders to actively promote employment opportunities and initiatives including internships (e.g. Career Trackers), cadetships, graduate intakes (e.g. Commonwealth, State and Territory Government departments) and direct employment opportunities both locally, more broadly throughout the Northern Territory and nationally.

In the student's final semester Tutorial Support staff contact individual students and offer additional tutorial hours to their contracts to enable students the support they may need to finish their degree. In 2018, 13 students who received tutorial support successfully completed their Bachelor qualifications. There were also 3 enabling students who received tutorial support and successfully completed and went on to enrol in further higher education at CDU.

In the period 2014 – 2018 the CDU Indigenous student completions were:

- 2014 – 89
- 2015 – 67
- 2016 – 77
- 2017 – 63
- 2018 – 54

### 3. Completions (outcomes) Cont'd

Indigenous CDU students have stated a number of reasons why retention and course completion may take longer, including (but not limited to):

- remote access issues including no internet and telephone access and accessibility;
- limited access to learning spaces in communities;
- working full time as well as studying;
- childcare and family issues;
- financial responsibilities for family members; and
- language, literacy and numeracy barriers.

Upon completion at CDU, the University participates in the Graduate Outcomes Survey (GOS) which is a national survey of undergraduate and postgraduate onshore Higher Education graduates, who have completed their qualification in the six months prior to the commencement of data collection as an international or domestic onshore student.

The results provided to the university show de-identified information on the percentage of CDU students in full-time employment (Indigenous 78% vs. Non- Indigenous 83%), percentage of overall employed (Indigenous 93% vs. Non- Indigenous 92%), percentage in the labour force (Indigenous 88.2% vs. Non- Indigenous 91.8%) and percentage in further full-time study (Indigenous 12.5% vs. Non- Indigenous 9.1%).

The Indigenous Unit Success Rate for 2018 was:

Undergraduate 60.6%

Postgraduate Coursework 60.5%

As the above figures display, there has been a significant drop in the monetary spending of the Tutorial Support Program for a number of reasons. In 2017/2018 the Tutorial Support Program had administration changes which resulted in newly created guidelines that encouraged students to use the service for course content specific learning and tutorial support. There was also a push for students to access the university wide services, which were highlighted and promoted to our Indigenous students, especially during the two Indigenous Academic Skills Workshops.

In 2018 the Program found that more students are only seeking tutorial support on a 'as needs basis' and are utilising the University wide services such as Academic Language and Learning Success Program (ALLSP), Peer Assisted Study Session groups, the library services and one on one library support. Furthermore, with the consistent engagement of the Office of Indigenous Student Services Academic Support team, more students are using the Indigenous Student Support Officers for the things that sit outside of Tutorial Support such as timetabling, time management, pastoral support, general guidance (e.g. computer literacy skills), which in the past students may have presumed were services a tutor would provide.

Overwhelmingly, the 2018 Indigenous Student survey conducted in late December indicated that students were seeking further assistance in financial aid to complete their studies, and this is mainly due to the CDU student demographic. Whilst there was a decrease in the spending of Tutorial Support, the savings from the Program was transferred to the Scholarships team to support more students financially through their educational journey.

#### 4. Indigenous Education Strategy accessible by public

##### Education Strategy

CDU has endorsed a university wide approach to Indigenous higher education and training. The **Indigenous Leadership Strategy 2019-2021 (ILS)**

(<https://www.cdu.edu.au/sites/default/files/indigenous-leadership/docs/indigenous-leadership-strategy.pdf>) created in 2017 and finalised in 2019, sets targets across a range of areas. These include:

Indigenous Leadership at CDU in 2018	Indigenous Leadership at CDU in 2020
<p><b>HE Undergraduate Indigenous Students - 2018</b></p> <ul style="list-style-type: none"> <li>• 198 Commencing Students</li> <li>• 29% admitted from VET, 12% by Enabling and 12% from School</li> <li>• Success Rate - TBC</li> <li>• Course Retention Rate - TBC</li> <li>• Student Completions - TBC</li> </ul> <p><b>HE Postgraduate Coursework Indigenous Students</b></p> <ul style="list-style-type: none"> <li>• 18 Commencing Students</li> <li>• Success Rate - TBC</li> <li>• Course Retention Rate - TBC</li> <li>• Student Completions - TBC</li> </ul> <p><b>HE Research Students</b></p> <ul style="list-style-type: none"> <li>• 5 Commencing Students</li> <li>• HDR completions - TBC</li> </ul>	<p><b>HE Undergraduate Indigenous Students</b></p> <ul style="list-style-type: none"> <li>• 220 Commencing Students</li> <li>• 28% admitted from VET, 15% by Enabling and 11% from School</li> <li>• 74% Success Rate</li> <li>• 70% Course Retention Rate</li> <li>• 17% of students completed within 4 years, 24% within 6 years and 33% in 9 years.</li> </ul> <p><b>HE Postgraduate Coursework Indigenous Students</b></p> <ul style="list-style-type: none"> <li>• 45 Commencing Students</li> <li>• 75% Success Rate</li> <li>• 60% Course Retention Rate</li> <li>• 26% of students completed within 4 years, 31% within 6 years.</li> </ul> <p><b>HE Research Students</b></p> <ul style="list-style-type: none"> <li>• 10 Commencing Students</li> <li>• 30% completion within 4 years</li> </ul>

The Indigenous Leadership Strategy 2019-2020 (ILS) sets targets across all of the CDU Strategic Plan **Connect Discover Grow – 2015 – 2025** five Pillars –

1. A provider of transformative skills and learning
2. Globally recognised for Indigenous Leadership
3. A critically engaged university of the region
4. A truly international university
5. A successful research intensive university

All major portfolios of the university will be invited to implement Indigenous specific strategies and develop performance indicators to measure achievements. With the appointment of a PVC Indigenous Leadership, the Office of the Pro Vice-Chancellor Indigenous Leadership (OPVCIL) will undertake a leadership role in the implementation of many strategies and will provide oversight, guidance and advice over strategies that are the auspice of other key areas of the university.

## 5. Indigenous Workforce Strategy accessible by public

As part of the Universities Australia Indigenous Strategy 2017-2020, universities across Australia have committed to increasing the number of Indigenous employees to 3% of the total workforce. CDU has exceeded this target with an average participation rate of Indigenous employees at 4% at December 2018. The University is committed to building on the number of Indigenous employees at all levels of the organisation, and in a variety of careers, to better reflect the communities and regions we serve both in the Northern Territory and Australia-wide.

In a partnership between the Office of Pro-Vice Chancellor Indigenous Leadership and the University's People and Capability function, they work to establish an updated Indigenous Workforce Strategy 2018-2020 has been ongoing to finalise the strategy's four key result areas, and the associated targets and milestones:

- CDU to establish itself as an Indigenous Employer of Choice;
- CDU to increase the number of Indigenous employees who are attracted to and appointed to positions at the University (attraction and retention);
- the University will provide specific leadership and career development opportunities to Indigenous staff (leadership and career development); and
- the University will foster a culture of inclusivity that recognises and values diversity and the different perspectives, knowledge and ideas that Indigenous cultures bring to CDU (workplace culture and engagement).

Initiatives for increasing the Indigenous participation in CDU's workforce continue to be supported by the Indigenous Employment Policy (<http://www.cdu.edu.au/governance/doclibrary/pol-047.pdf>). Utilisation of targeted job search boards and Indigenous-specific media (e.g. Koori Mail) increase the awareness of CDU as an inclusive employer of Indigenous Australians, and to contribute to CDU's efforts to establish itself as an Indigenous employer of choice.

The key leadership role of Pro-Vice Chancellor Indigenous Leadership became vacant at the end of June 2018. After an active recruitment campaign a candidate was selected and an offer made. This was subsequently declined by the candidate. CDU is continuing to seek a replacement and are considering approaches to widen the pool of potential candidates for this position.

At the end 2018 a new Indigenous and Torres Strait Islander cadetship position was created in the People and Capability organisation structure. Placement into this role will occur in 2019.

In 2018, as part of its partnership with Price Waterhouse Coopers Indigenous Consulting, the University piloted an Indigenous Employee Mentoring program. This program matched Indigenous employees with local leaders who provided mentoring to develop and guide the participant's professional and academic careers.

The University's Enterprise Agreement 2018 supports the University's goal to be a preferred employer for Indigenous people (<https://www.cdu.edu.au/sites/default/files/opc/docs/proposed-enterprise-agreement.pdf>). The following have also been introduced;

- The University has set an aspirational target for Indigenous employment, that being equivalent to 80 FTE.
- The establishment of an Aboriginal and Torres Strait Islander Workforce Advisory Committee.
- Payment of a language allowance to employees who are required to use an Indigenous language as part of their day-to-day duties.
- Provision of Aboriginal and Torres Strait Islander Cultural Leave to Indigenous employees, up to five days paid leave and an additional ten days unpaid leave during any calendar year.

The CDU Aboriginal & Torres Strait Islander Workforce Strategy 2018 – 2020 and Action Plan was approved on 29 May 2019 and work will commence on releasing the actions.

## 5. Indigenous Workforce Strategy accessible by public Cont'd

CDU's Strategic Plan, Connect Discover Grow, 2015-2025 (<https://www.cdu.edu.au/sites/default/files/strategic-plan.pdf>) prioritises global recognition for Indigenous leadership and states that staff are supported to develop the cultural competency skills necessary to ensure that the knowledge and leadership they impart is raising the profile of Indigenous knowledges and their equivalence and appropriate to our cultural context.

The action plan documents for the 2019 onwards Indigenous Workforce Strategy are currently in finalisation and will be accessible to the public in late May 2019.

### 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	Permanent		Casual/contract	
		Academic	Non-academic	Academic	Non-academic
Operations	<b>HEW02</b> Cleaner - ASP				1
	<b>HEW04</b> Stores Supervisor Administration & Purchasing Officer Accommodation Officer		2.5		
	<b>HEW05</b> IT Support Officer		1		
	<b>HEW06</b> Environment Developer - Client Operating Environment		1		
	<b>HEW07</b> Training and Development Officer				1
	<b>HEW09</b> Senior HR Project Officer		1		
	<b>HEW03</b> Reception and Administration Assistant				1
Pro-Vice Chancellor - Indigenous Leadership	<b>HEW06</b> Indigenous Student Support Officer Project Officer - Tutorial Support CDU Larrakia Academic in Residence				2.6
	<b>HEW07</b> Indigenous Academic Support Officer		1		
	<b>HEW08</b> Assistant Manager - Indigenous Grants				1
	<b>HEW10</b> Indigenous Policies and Programs		3		

	Analyst Senior Analyst - Indigenous Policies and Programs Manager, Indigenous Student Services				
	<b>Academic A</b> Indigenous Academic Support Lecturer	4			
	<b>Academic E</b> PVC Indigenous Leadership and Regional Outreach			1	
	<b>DEET</b> Casual DEST (Higher Ed) Tutor-1			0.4	
<b>PVC - Education Strategy</b>	<b>HEW05</b> Administration and Finance Officer		1		
	<b>HEW08</b> VET Quality Coordinator		1		
<b>PVC - Higher Education</b>	<b>HEW03</b> Administrative Assistant - Mawul Rom Program				1
	<b>HEW04</b> Administration Assistant		1		
	<b>HEW05</b> Executive Assistant Administration Officer		1.8		
	<b>HEW06</b> Education Support Officer		1		
	<b>HEW10</b> Indigenous Liaison Officer				1
	<b>Academic B</b> Lecturer in Education Lecturer - Indigenous Knowledges Lecturer in Psychology / Clinical Lecturer in Indonesian Studies Casual Research Staff - TNI Research	3.5		1	
	<b>Academic C</b> Lecturer in North Australian & Regional Studies Senior Research Fellow	1		1	
	<b>Academic D</b> Principal Research Fellow			1	
	<b>Academic Other</b> <b>Casual Higher Ed Lecturing</b>			0.2	
<b>PVC - Student Engagement &amp; Success</b>	<b>HEW04</b> Library Client Services Officer		1		
<b>Research and Innovation</b>	<b>HEW06</b> Research Degrees Administration Officer		1		
<b>Vocational Education and Training</b>	<b>HEW04</b> VET Customer Service Officer		1		1

	<b>Academic A</b> Jabiru Centre Leader VET Lecturer / Workplace Assessor - Maritime VET Lecturer / Workplace Assessor - Civil Construction	2		1	
	<b>Academic B</b> VET Lecturer / Workplace Assessor - Children's Services	1			
<b>Vice Chancellor and President</b>	<b>HEW08</b> Policy Officer		1		

## 6. Indigenous involvement in decision-making

The Indigenous Governance Mechanism in 2018 consisted of the following members:

- Prof. Adrian Miller – Pro-Vice Chancellor Indigenous Leadership; \* (6mths)
  - Dr. Wendy Ludwig – Director of Operations – Office of Indigenous Leadership;\* (4yrs)
  - Ms. Jessica Procak – Assistant Manager Indigenous Student Support – Office of Indigenous Leadership;\* (7yrs)
  - Ms. Min Chu (1 yr)/Mrs. Inoka Perera (7yrs) Management Accountant – Finance;
  - Ms. Aoife Muldowney – Manager Business Operations – Office of Indigenous Leadership; (3yrs)
  - Ms. Penny Szybiak – Director Planning and Performance (5yrs) – (on a as needs basis)
- \* - Indigenous staff members

Three of the staff are no longer members of the Indigenous Governance Mechanism in 2019.

**The CDU ISSP Indigenous Governance Mechanism** met both face to face and via electronic media 5/6 times in 2018 to discuss and resolve the following items and issues:

- implementation/interpretation/understanding of the ISSP Guidelines;
- allocation of responsibilities for implementation;
- ISSP budget allocations;
- scholarship allocations, revisions and reallocations;
- reporting responsibilities; and
- development and provision of CDU performance updates to the department.

CDU has a long history leading, developing and delivering innovative learning, teaching, student support, research and engagement with Indigenous students and communities. The purpose of the Indigenous Leadership Strategy (ILS) is to continue this tradition by guiding CDU in a nationally significant approach to Aboriginal and Torres Strait Islander higher education.

## **6a. Statement by the Indigenous Governance Mechanism**

The Indigenous Leadership portfolio provides leadership in various University forums through the provision of high level analyses of progress against the University's strategic directions for Indigenous tertiary education and whole of University commitment to Indigenous leadership, education and engagement. Analysis is drawn from relevant data to identify evidence-based approaches to improving Indigenous higher education, VET outcomes, community engagement, whole of University commitment and operational excellence.

The OPVCIL collaborates with external stakeholders through various partnerships and MOUs designed for mutually beneficial Indigenous education and wellbeing outcomes. Over the operating period of the Indigenous Leadership Strategy (ILS), new initiatives will be explored as viable long-term activities. Entrepreneurial and strategic development opportunities will be core to new initiatives. These new initiatives are contingent on working closely with all senior executive and operational offices of the university.

CDU are committed to the ISSP outcomes of improving the Indigenous student success rates at that of equal or higher enrolment, retention, and completion. The university still has significant process to be made into the decision making and improvements of Indigenous student education, especially for remote students.

The funding has been allocated as stated in this report. The majority of funding supports the OISS portfolio including student events and community engagement, Tutorial Support and Indigenous student scholarships.

Note: Applications and nominations for a newly negotiated Indigenous Governance Mechanism for 2019 is currently underway.