Indigenous Student Success Program
2022 Performance Report

Organisation	Charles Darwin University		
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Background and Context

With our home and our heart in the Northern Territory (NT) CDU embraces the inclusive, resilient and courageous spirit of the NT in our campuses and delivery sites that span a diverse footprint from the capital cities of Darwin, Perth, Brisbane, Melbourne and Sydney; to the regional hubs of Alice Springs, Palmerston and Katherine; our remote locations and on Country - in community, with community. No other Australian university serves such a large area of the continent, in such remote locations and with such a small population to sustain it, of whom 30% are First Nations peoples.

In 2021, CDU launched our Strategic Plan to 2026 which included a focus on First Nations education, training, research and meaningful engagement. 2022 saw us implementing our First Nations Leadership Core plan with dedication and commitment. As a University, we made progress in a number of key strategic areas including enhancing CDU governance on First Nations issues, improved across-university collaboration to plan for, and delivery of First Nations student programs, and the convening of a group of senior leaders to specifically improve First Nations Students unit success rates in Higher Education: a Key Performance Indicator in the CDU Strategic Plan 2021-2026.

1. Enrolments (Access)

Over the course of the reporting period CDU continued to deliver a range of existing embedded programs and introduced additional access pathways programs for First Nations students. They included:

- Preparation for Tertiary Success (PTS),
- Tertiary Enabling Program (TEP),
- First Nations Pre-Programs (discipline specific), and
- ISSP Scholarships.

Preparation for Tertiary Success (PTS)

PTS was again delivered in 2022 in partnership with Batchelor Institute of Indigenous Tertiary Education (BIITE). CDU's First Nations Student Services staff provided travel support and pastoral care for PTS students. The PTS Program was designed by BIITE, specifically for First Nations students and will be replaced by a new program in 2024.

PTS Student Enrolments

Semester 1	Semester 2	Summer Semester	Total
52	40	15	107

Tertiary Enabling Program (TEP)

TEP is a CDU program designed to prepare participants for university study and has no enrolment fees. It can be completed in 16 weeks and study options include part-time or full-time and on campus or online. Once completed, TEP graduates can enrol in most undergraduate programs at CDU. TEP is an option for all, and some First Nations people choose this access option, as shown in the numbers below.

TEP First Nations Student Enrolments

Semester 1	Semester 2	Total
32	11	38

First Nations Pre-Programs

The First Nations **Pre-Law** and mentoring program commences in January-February each year. The program is made up of two components: 1) a 4-week full time intensive pre-law program delivered on-campus at the Darwin Casuarina Campus (Faculty of Arts and Society); and 2) an ongoing individual and group mentoring component. Successful completion of this program provides candidates with a pathway into the CDU Bachelor of Laws program, with the potential to commence law studies immediately after completion of the Pre-Law Program.

Similar to Pre-Law, the First Nations **Pre-Accounting** and **Pre-Business** enabling and mentoring programs are made up of two components: 1) a 4-week full time intensive delivered on-campus at the Darwin Waterfront Campus; and 2) the same ongoing individual and group mentoring component.

In 2022 a new one-week intensive program was introduced for First Nations **women in STEM** and delivered in Darwin from 31 October to November 6. Twelve female students aged 17 to 40 from across the Territory, including Katherine, Jabiru, West Arnhem Land and Darwin, travelled to CDU's Casuarina campus for the Program which provided participants with an opportunity to explore what CDU offers via workshops and activities across all areas of science, technology, engineering and maths.

The First Nations Student Support team played an important role in coordinating, participating in sessions, and providing feedback to Faculty staff on the programs. FNSS staff also provided additional academic and pastoral support to enrolled Program participants, where required.

First Nations Pre-Programs Student Enrolments

Discipline	Notes	Enrolled	Graduated
Law	A well-established program with strong industry partners	11	8
Business	A well-established program with strong industry partners	3	2
Accounting	A well-established program with strong industry partners	7	6
STEM	-First Time delivered in 2022 - Only for FN women	12 Women	N/A

ISSP Scholarships

CDU Scholarships Office, with assistance from the FNSS team administered the ISSP Scholarships in 2022 with a total of 72 scholarships awarded (Table below). Scholarships remain an integral component of FN student success, though numbers in 2022 were down from 2021. Further work with the Scholarships Team is planned for 2023 to ensure scholarships are reaching their targets.

Table 1 ISSP Scholarships - breakdown of 2022 payments[1]

	Education Costs		Accommodation		Reward		Total [2]	
	$	No.	$	No.	$	No.	$	No.
Enabling[3]	36,000	18	3,000	1	0	0	39,000	19
Undergraduate[4]	90,000	45	6,000	2	0	0	96,000	47
Post-graduate[5]	12,000	6	0	0	0	0	12,000	6
Other	0	0	0	0	0	0	0	0
Total	138,000	69	9,000	3	0	0	147,000	72

Bidjipidji School Camp

The Bidjipidji School Camp is a 5-day residential program for First Nations High School students from across the NT, and was delivered for the second year in a row. 45 school students from remote communities travelled to Darwin, staying at the Casuarina Campus student accommodation, which exposed them to the vast array of courses delivered by CDU. This program saw students take part in activities including a HIVE and social work activity from the College of Health and Human Sciences, a robotics activity from the College of Engineering, IT and Environment and the option to participate in trade or creative arts activities.

Throughout the program, students engaged with fellow school students from around the Territory, as well as CDU students, with the program focusing on leadership, growth and development of participants in a culturally relevant and fun way. It was a certain success and all students received their certificate of completion at the end of the Program.

2. Progression (Outcomes)

CDU maintains dedicated First Nations student support centres, Gurinbey in Darwin and Akaltye in Alice Springs, providing culturally enriched and safe environments for enrolled students. During 2022 we worked more collaboratively and effectively with the Student Engagement and Success team at CDU to deliver additional programs of support to our students to enhance their progress.

PASS and online tutoring for Indigenous students

PASS (Peer Assisted Study Sessions) are group study sessions conducted by PASS leaders – current students who have successfully completed the targeted unit and are trained to run weekly group study sessions. They scored a high mark in the unit they support and have a high GPA overall. By participating in PASS, students learn the secrets of their success while developing independent learning skills.

A total of 307 First Nations students were supported in PASS sessions across 16 units with 131 First Nations students across 13 units in Semester 2, 2022.

Language & Learning Sessions for First Nations students

First Nations Student Support Alice Springs - VET

In 2022 the Language and Learning team at CDU appointed an advisor in Alice Springs, predominately to assist First Nations students with language and literacy support needs. The following support was offered:

- School-Based Education Support for students attending campus from local schools, with support provided to the lecturer for computer/digital skills, Microsoft programs, and task comprehension.
- Remote Aboriginal Teacher Education (RATE) Program supporting the lecturer in class with students' computer skills, navigating CDU's online learning platform *Learnline*, and understanding their assignments.
- In-class support for students who travelled from communities to Alice Springs Campus.
- Planned support with Tourism at Hermannsburg with talks underway to support the next Tourism block in the community.
- One-on-one weekly support with Hairdressing students to help get students back on track.
- Regular in-class support for trades blocks for First Nations students.

First Nations Students Support Casuarina – VET

Support for First Nations students is provided for Trades students from remote and regional areas. There is a higher support need for construction apprentices in particular:

- Five-day blocks of intensive support have been provided for apprentices from Angurugu, on Groote Eylandt in conjunction with the TAFE lecturer. Focus directed toward language and workplace numeracy skill development. Guidance on training strategies and resource contextualization is ongoing.
- Five-day blocks of intensive support have been provided for apprentices from Hospitality students at Cooinda (Kakadu National Park).
- Individual pre-training assessment of support requirements for Ramingining apprentices was conducted to assist in selection and course strategy planning.
- Liaison with Apprenticeship Consultants and lecturers to meet students when they commence on campus to begin to build rapport and assess LLN needs. This assessment is conducted with the whole class as a regular procedure. Further integrated support is timetabled for future training blocks or as requested by apprentices and employers.
- Providing advice to ALPA Hub tutors and mentors who can support TAFE students before and after training blocks.
- Support delivered to First Nations students as part of regular in-class trades group support.

First Nations Students Support – Undergraduate & Postgraduate

Language and Learning Advisors provide Orientation workshops on *Critical Thinking Skills* and *Writing for University* for First Nations undergraduate and post-graduate students across different disciplines.

First Nations Tutorial Support Program

The Tutorial Support (TS) program plays a pivotal role in increasing student levels of learning and progression. In 2022, the program provided service to 185 Higher Education Students through employment of 153 qualified tutors (of whom 19 identified as Indigenous). We generated 380 casual employment contracts for the TS program in 2022. The highest proportion of students accessing the program were in the Bachelor of Laws and Bachelor of Nursing.
All employees under the TS Program identify as First Nations including the Manager, Program Coordinator and Program Officer. In 2022 tutorial assistance was provided to Indigenous students enrolled in:

- Undergraduate courses;
- Tertiary Enabling Program (TEP);
- Preparation for Tertiary Success (PTS) program;
- Remote Aboriginal Teacher Education (RATE) program; and
- The First Nations Pre-Programs in Law, Accounting and Health & Education.

New Strategies 2022

Inaugural First Nations HDR Workshop

In 2022, the First Nations Leadership office initiated a supervised 3.5 day program designed to provide First Nations research candidates enrolled at CDU with an opportunity for tailored and culturally-relevant support during their research journey – with a view to enhancing completion. The 2022 program was facilitated by the First Nations Leadership office, in collaboration with the Dean of Research and Innovation, as a pilot program to:

a) support current FN students by providing a dedicated writing program and cohort experience
b) ascertain the research enhancement needs of students
c) provide a culturally safe learning environment and
d) celebrate First Nations knowledges, leadership and success.

The Program ran from 03-06 May, culminating in HDR candidates presenting their progress on their thesis to CDU senior academics. Cultural elements were a key feature of the program and included a Welcome to Country at the Waterfront site and an on-country experience delivered by a local Larrakia facilitator, along with ensuring the safe space for First Nations students and staff to discuss sensitive topics or issues related to their research journey.

Whilst participant numbers were small in 2022, the evaluations and anecdotal feedback indicated the importance of continuing the initiative which is planned again for 2023.

Tutor Recruitment

In 2022 the Tutorial Support program introduced a recruitment strategy via social media channels to increase the number of education/ teaching tutors in our program. The TS program have registered 41 new education tutors form this recruitment strategy. Many first-year students are challenged with expectations of tertiary level academic literacy, numeracy, and time management. Tutors in the field of education understand adult learning processes and how to respond to a student's individual emotional and cognitive profiles. Teachers have in depth content knowledge and see ideas that connect across fields and to everyday life.

The Tutorial Support program has put a concerted effort into First Nation students undertaking the Tertiary Enabling Program (TEP) which had First Nations students enrolled in both online and internal modes. We employed 5 tutors and aligned them to 4 different subjects. The tutors sat in the classroom for the first week of semester to build and foster relationships with the students.
The Tutorial Support program worked in partnership with the College of Nursing and Midwifery to improve the First Nations student's retention and graduation rates, by testing a new model of intensive support. Engaging tutors to work with small groups of students, undertaking weekly zoom sessions and individual support where required. The benefits of the model are students are not working in isolation, they get to meet other First Nation students and share university experiences as a cohort. To date there has been a 100% pass rate and retention for the small groups of students.

Measuring Strategies

First Nations Student Support Services are dedicated to capacity building for First Nations students and communities and creating culturally enriched and safe environments. There are several university approaches applied to measuring program performance, sustainability, student retention and success. These include but are not limited to; program evaluations, student surveys designed for student experience feedback and administrative and quantitative data sets to calculate and determine retention and grading outcomes.

First Nations Leadership office coordinates an annual First Nations Student Satisfaction Survey, which in 2022 was aligned more closely with the work of the CDU Performance and Planning team to provide more consistent measures.

To maximise the quality assurance of our Tutorial Support service, we apply tutor and student reporting mechanisms undertaken each semester, which;

- inform student/ tutor satisfaction,
- performance quality and
- assists in the early identification of at-risk students.

These reporting measures have allowed us to further develop supportive practices and apply program reforms. In 2022, 74 (40%) of students reported an overall rating of the tutorial assistance received, using a 1-10 scoring system, with 10 being the highest score. The results were very positive;

- 90% of respondents scored their tutors a score of 8 or higher.
- 77% of respondents scored their tutor a maximum score of 10.

Table 2 Tutorial assistance provided in 2022

Level of study	Number of unique students assisted[6]	Total number of tutorial sessions attended[7]	Total hours of assistance[8]	Expenditure[9]($)
Enabling	26	664	1922	$124,196
Undergraduate	117	3403	6333	$388,835
Postgraduate	15	326	633	$38,025
Other	32	1018	3118	$199,242
Total	**185**	**5411**	**12007**	**$750,297**

3. Completions (Outcomes)

Course Completions

Course Completions for 2022 are as follows:

Enabling Courses	47
Undergraduate Short Courses	10
Sub-bachelor courses	9
Undergraduate courses	42
Postrgraduate Coursework	15
Research	1

Pre-Programs First Nations Student Enrolments including Outcomes

Discipline	Enrolled	Graduated	Enrolled into HE courses following Pre-Program
Law	11	8	6
Business	3	2	1
Accounting	7	6	0
STEM	12 First Nations Women	N/A	N/A

Existing Strategies

First Nations Valedictory Ceremonies & Graduations

These ceremonies continue to be a feature on our annual calendar, with the FNSS team coordinating and delivering 3 x ceremonies per year (2 in Darwin and 1 in Alice Springs), held on the day before the formal CDU Graduations. They give First Nations students the opportunity to share their success in a more intimate semi-formal gathering where they receive their Aboriginal and Torres Strait Islander-inspired stoles to wear at their upcoming graduation ceremonies.

In 2022, the FNSS Team also teamed up with CDU Graduations staff on-site at the formal Ceremonies to welcome all First Nations graduands and provide them with a First Nations stole at gowning.

Consistent First Nations Student Engagement

The First Nations Student Support team continued with the strategy of contacting every higher education student on a regular basis and at least twice each semester. The staff contact students via telephone, message (SMS) or email to check-in what support they may need, share upcoming events and build rapport with the students. As many of our First Nations students are located outside the NT or and/or study online, this outreach service remains a valuable strategy. We also utilise;

- Learnline Support Unit – every enrolled First Nations student is provided access to a Learnline interface developed and delivered by the FNSS team.
- Social Media – Facebook Page for First Nations Students - keeps students connected and provides up to date information on events and student opportunities. Additional social media platforms are also being explored.

New Strategies 2022

Whole of University Approach to First Nations Unit Success

During 2022 the DVC FNL&E convened a series of meetings and workshops with University senior executives and First Nations managers to develop a whole of university approach for enhancing First Nations success rates – in particular by focussing on the low unit success rates for First Nations students in some higher education courses. A phased approach was developed which included firstly; identifying appropriate staff from across the University to be involved, mapping the student experience, and obtaining nuanced statistical data in order to target the areas of most need. This is a significant strategic initiative which will continue to develop and be implemented in following years to better understand and address some long-standing issues.

First Ever CDU Indigenous student team in Indigenous Nationals Uni Games

After a setback in 2021 due to COVID19, in June 2022, CDU's first ever team of First Nations students travelled to Brisbane to participate in the Indigenous Nationals Uni Games, along with two staff from the First Nations Leadership team. Strong leadership from team captains and enthusiasm for the initiative saw the team establish peer connections, participate in fundraising activities and navigate time-management as they juggled study commitments (as the priority).

Broader CDU Strategies

Larrakia Academic Elder in Residence – Elders on Campus

We are privileged to host a Larrakia Academic Elder-In-Residence on our Casuarina Campus who is available to both staff and students and provides a welcoming presence as a local custodian. Our Academic Elder in Residence hosts monthly lunches on Campus with local Aboriginal Elders who offer support to our First Nations students and deliver enhanced intercultural understandings for students and CDU staff.

NAIDOC Celebrations Alice Springs / Darwin

In Alice Springs FNSS staff hosted a morning tea for CDU Staff and FN Students on Campus and had a display of bush tucker and bush medicine in the CDU Library.

FNL staff, CDU staff and FN students participated in the annual Darwin NAIDOC March through the city, followed by hosting a CDU stall at the large community event.

Our DVC FNL&E, Professor Bolt was invited to speak at the 2022 Darwin event and senior CDU staff attended the Darwin NAIDOC Awards night where CDU sponsors the Scholar of the Year award.

Vincent Lingiari Memorial Lecture – On Country

CDU hosts the annual Vincent Lingiari Memorial Lecture each August. It is usually held at the University's main Casuarina Campus in Darwin. However, in 2022, CDU took the Lecture out on Country for the first time, to coincide with the Freedom Day Festival at Daguragu/Kalkarindji (some 600km south-west of Darwin). VLML's esteemed 2022 speaker, Mr Thomas Mayo delivered the lecture at the community event which celebrates the Wave-Hill Walk Off lead by Vincent Lingiari.

4. Regional and remote students

Reinvigorating the Regions of the NT

CDU is focussed on being the university 'of' and 'for' the Northern Territory. We have expanded our University footprint and to ensure there is positive impact on the Northern Territory, and importantly on the lives of Territorians – in some remote areas the population is close to 100% First Nations peoples. In 2022, CDU recruited our third Associate Vice-Chancellor for the regions - Associate Vice-Chancellor East Arnhem Region (based in Nhulunbuy). This commitment to regional development ensures that CDU has a leadership presence in the regions to support local delivery that meets local needs. 2022 saw the strengthening of relationships in East Arnhem and the delivery of education and training in this remote part of Australia.

In 2022 our First Nations Student Support team offered support to First Nations regional and remote students. Some of our activities during 2022 are outlined below:

- Delivered a Meet and Greet for HE and VET students Alice Springs Campus
- Two staff attended the CDU Orientation Alice Springs Campus
- Three staff attended CDU Open Day Alice Springs (first Open Day in 11 years)
- Two staff travelled to the CDU Open Day Katherine Regional
- Two staff travelled and attended the CDU Open Day Katherine
- One staff member travelled to the Ramingining Careers Expo
- One staff member travelled to the Tiwi Futures Festival, Wurrimiyanga Tiwi, Xavier College

Remote Festivals

As in previous years, CDU continues to support annual community festivals in remote areas through sponsorship, participation and hosting information stalls. 2022 Festivals included;

- Barunga Festival (One hour south of Katherine)
- Garma Festival (East Arnhem Land)
- Freedom Festival – Daguragu/Kalkarindji (600kms SW of Darwin)

Santos STEM Program

A Group of remote school students attended our Darwin Campus supported by Australian gas company, Santos, for STEM week. FNSS hosted the cohort in our Indigenous centre 'Gurinbey' with activities including but not limited to:

- Information sharing on CDU STEM courses and enrolment
- Information sharing on FN student support services and opportunities for students at CDU
- Science Critical thinking - Guest speaker, Sean Liang (Master of Teaching) presented fossils and rocks, and, the universe and astronomy
- An interactive cultural session with Tiwi students – Guitar playing and singing

Aspire Program

In 2022, Aspire engaged with 18[1] senior schools across the Northern Territory in Tiwi, Arnhem, Darwin, Katherine and Central Australia regions. Aspire provided face-to-face and online opportunities for coaching, using the Coaching Young People for Success model with students from all regions receiving visits from Team Aspire throughout the year. Regions were visited to allow students to meet Aspire staff, receive coaching and provide opportunities for students and schools to learn about Aspire and how to be involved.

On top of this, ASPIRE delivered three residential camps across the year. The Year 12 Kickstarter camp was held in April 2022 to prepare students for their final year of secondary education. Students participated in a workshop on leadership, goal setting and resilience and participated in a panel Q & A session with inspiring leadership to hear their stories. During our second residential camp, 26 year 11 students visited Charles Darwin University's Casuarina campus and experienced what university is like, including living on campus at International House Darwin (IHD). Students were introduced to support services across the university, including Careers, Gurinbey Centre, Library and Learning Services and Future Students, who delivered a session on university applications. Students learnt about different study disciplines, including Nursing, Horticulture, Health Science, Visual Arts and Creative Writing. To finish the year, our Year 12 Graduation was held in November to celebrate the successful completion of the Aspire Program. In total, 20 students attended the graduation ceremony held in the Mal Nairn Auditorium at our Casuarina Campus.

Of the 71 students engaged with Aspire in 2022, 29 were Indigenous. Building on ASPIRE's relationship with Clontarf Foundation, Stars Foundation, Makarata School and Xavier Catholic College, Wurrumiyanga it is anticipated that the number of Indigenous students engaged in Aspire will grow.

Table 3 Student Numbers in CDU Aspire Program

Year	Number of students engaged	Number of Indigenous students	Percentage of Indigenous students	Year level	Number of high schools partnered with across the NT
2019	60	14	23%	10,11 & 12	19
2020	46	13	28%	11 & 12	19
2021	58	21	36%	11 & 12	17
2022	71	29	41%	10,11 & 12	18

[1] Tiwi – Xavier Catholic College, Wurrumiyanga; Arnhem – Laynhapuy Homelands School, Nhulunbuy High School, Jabiru Area School; Darwin – Darwin High School, Casuarina Senior College, Haileybury Rendall School, Marrara Christian College, Palmerston College, Good Shepherd Lutheran College, Taminmin College, NT School of Distant Education; Katherine – Katherine High School, St Joseph's Catholic School; Central Australia – Centralian Senior College, Our Lady of the Sacred Heart, St Philips College, Yulara School.

Children's University

The Children's University program at CDU continued to grow in 2022 with an increase of schools and the expansion to Alice Springs. A total of 11 schools were involved, increasing the membership from 104 to 395 students. Of these 395 students, 204 graduated at our 4 graduation ceremonies.

One of our key targets in 2022 was to increase participation for children from schools with a low ICSEA (Index of Community Socio-educational Advantage) in order to connect these students with CDU and to inspire and excite them about the prospect of higher education. This saw us trying new and different ways to engage with particular schools and communities. For example, while working with Yipirinya School in Alice Springs, we identified the challenges some of the children faced in being able to access

our CU Saturday programs. We negotiated with Yipirinya to offer CU@ CDU learning opportunities on an afternoon when it suited them during school hours for 5 students at a time. This increased the students' interest and engagement and we saw a marked change in attendance in the second half of the year. In Darwin, we connected with the Bagot Community's Outside School Hours Care Program – a community driven service that provides education and care for the residents of Bagot Aboriginal Community.

We aim to continue this intensive engagement throughout the remainder of 2023 and into 2024. Partnerships such as these enable the CU program to reach First Nations children with an aim to foster confidence and self-belief, provide new experiences, enable the development of essential skills and to empower children to make informed and positive choices about their future.

Table 4 ISSP Scholarship data for remote and regional students[10]

	Education Costs		Accommodation		Reward		Total	
	$	No.	$	No.	$	No.	$	No.
A. 2021 Payments	174,000	83	27,000	9	6,800	20	237,000	112
B. 2022 Offers[11]	90,000	45	6,000	2	0	0	96,000	47
C. Percentage[12] (C=B/A*100)							40.5%	
2022 Payments	116,000	58	9,000	3	0	0	125,000	61

5. Eligibility criteria

5.1. Indigenous Education Strategy

CDU's key documents which outline our strategy for Indigenous education are the CDU Strategic Plan and more specifically, the First Nations Leadership Core Plan. Elements of an IES (as articulated in the ISSP Guidelines) are embedded in these documents. Our Strategic Plan 2021-2026 identifies 10 high level KPIs with two of those focussed on First Nations student outcomes which are reported to CDU Council regularly. These are:

- 'Improvement in unit success rate for First Nations HE Students' and
- 'Improvement in unit success rate for First Nations VET Students'.

See here: https://editorial.cdu.edu.au/charles-darwin-universitystrategic-plan/

The First Nations Leadership Core Plan is one of six Core Plans that form the substance of The Strategic Plan and identify a range of First Nations KPIs (see Table 14). These KPIs were developed during 2021. See here: CDU First Nation Leadership Core Plan 2022-2026.

CDU Policies

2022 saw the University review and refresh governance documents including policies and procedures relating to First Nations staffing. We developed the explicit Anti-Racism Policy;

- Anti-Racism Policy / Governance Document Library (cdu.edu.au)

and a new Diversity Equity and Inclusion Policy;

- Diversity, Equity and Inclusion Policy / Governance Document Library (cdu.edu.au)

Other policy documents clearly articulate CDU's position on the recruitment and retention of First Nations staff including our **CDU First Nations Peoples Policy** which states, "CDU Will:

a. Honour Australian First Nations knowledges and cultures;
b. undertake all activities that impact upon First Nations peoples and communities in accordance with legal requirements.
c. maintain a public commitment to First Nations engagement, participation, and success through symbolic, documentary, and strategic actions; and
d. undertake research with First Nations peoples in a deep and genuine partnership that is ethically sound and in accordance with all appropriate legislation and codes;
e. enhance First Nations student participation, retention and success in Higher Education and Vocational Education Training;
f. develop pathway programs for First Nations peoples in professional areas in which they are under-represented;
g. develop opportunities for the recruitment, retention, and professional development of First Nations staff;
h. respect the environment of First Nations lands, including saltwater, desert and tropical regions;
i. promote training, learning, research and teaching in Australian Indigenous knowledge systems;
j. enhance delivery and expand training and education opportunities in regional, rural, and remote communities;
k. support the repatriation of sacred/secret objects;
l. support the preservation of First Nations' languages and knowledges;
m. respect First Nations peoples' traditions, lands, country and environment, and their tangible and intangible heritage, languages, and knowledges;
n. consult and engage with relevant members and Elders of First Nations communities about University programs, plans, strategies, and policies that impact upon First Nations peoples and communities;
o. build a culture of reconciliation;
p. support for the process of truth-telling."

5.2. Indigenous Workforce Strategy

CDU is committed to increasing Australian First Nations staff representation at its campuses and centres across the nation, as outlined in our First Nations Workforce Policy:
First Nations Workforce Policy / Governance Document Library (cdu.edu.au)

Further to this Policy, we resumed work on the First Nations Workforce Plan in 2022 and this is steadily progressing. In September 2022, the First Nations Workforce Advisory Committee was established which will be responsible for the Plan. The Committee provides an advisory role to the university on issues that affect First Nations employment and career pathways and has responsibility for the oversight, development, and implementation of the Plan. Additionally, in the last quarter of 2022, CDU commenced consultations with relevant stakeholders on the Plan with feedback to be considered when developing key actions. It is anticipated the Plan will be completed by September 2023. After completion and implementation of the Plan, reporting of progress against targets and key performance indicators in the Plan will be provided in the 2023 ISSP report.

In 2022, 3.87% of the University workforce were First Nation employees. This included three Senior Executive employees in the roles of Deputy Vice-Chancellor First Nations Leadership, College Dean in the College of Indigenous Futures, Education and Arts, and Director, First Nations Leadership. In late 2022, CDU completed the recruitment process to the new **Associate Director, First Nations Students & Engagement** role, a senior professional level role identified for a First Nations person. The candidate signed for commencement in January 2023 and will have operational management and academic oversight of all student-facing services and will across-University work on student success initiatives.

As part of the First Nations Workforce planning process commenced in 2022, CDU data for the ISSP report will consistently use the Snapshot from 31 March in each calendar year for reporting purposes (see below figures). This complies with the intent of the ISSP report to measure our investment in Indigenous workforce strategies. CDU has maintained an active First Nations workforce in all key positions ranging from academic staff to professional staff. Some areas for improvement have been identified, which will be a key focus for CDU during the life of the CDU Strategic Plan.

Table 5 Indigenous Workforce* Profile for 2022

	Permanent		Casual/contract/fixed term		
Level/Position	**Academic**	**Non-academic**	**Academic**	**Non-academic**	**Total**
Casual Teaching Academic			15		15
Casual Professional				4	4
Executive/Snr Management			1	2	3
HEW 03				3	3
HEW 04		4		2	6
HEW 05		5		3	8
HEW 06		3		2	5
HEW 07		3		2	5
HEW 08		1		2	3
Level A	7		2		9
Level B	6		4		10
Level C	1				1
Level D	1		2		3
Grand Total	**15**	**16**	**24**	**20**	**75**

***Headcount @ 31 March 2022**

Bidjipidji School Camp – Paid Supervision Work

First Nations Leadership offered casual employment for higher education students to assist with the delivery of the Bidjipidji School Camp. First Nations HE students supervised and assisted high school students over the 5-day residential program, gaining experience in role modelling, supervision skills, program coordination and leadership. Such opportunities will continue as we aim to build the pool of employment talent amongst our CDU students.

5.3. Indigenous Governance Mechanism

The Indigenous Governance Mechanism for 2022 consisted of the following key staff:

Name	Position	Duration of Service at 31/12/2022
Professor Reuben Bolt*	Deputy Vice-Chancellor First Nations Leadership & Engagement	3 years
Kim Robertson*	Director First Nations Leadership	8 years
Ann Macabuhay	Manager Business Operations First Nations Leadership	13 years
Michael Connell Pushpameera Thangarajah	CDU Management Accountant CDU Management Accountant	5 months 18 years

**Australian First Nations Staff members*

Professor Reuben Bolt's position as Pro-Vice Chancellor was elevated to Deputy Vice-Chancellor First Nations Leadership & Engagement (DVC FNL&E) in late 2021, and hence the Deputy Vice-Chancellor role was established and filled for the entire reporting year. The DVC FNL&E role reports directly to the University Vice-Chancellor and President, Professor Scott Bowman.

The University also re-instated the Director role in late 2021 which weas subsequently occupied by Ms Kim Robertson for the duration of the reporting year. First Nations Leadership interests were represented across the university by the DVC FNL&E and the Director FNL. Both staff were active members of a number of committees across the university, including the Vice-Chancellors Advisory Committee.

FNL&E representation on governance committees included:

- Academic Board
- HREC (Human Research Ethics Committee)
- Higher Education Learning and Teaching Committee (HELTC)
- VET Learning and Teaching Committee (VETLTC)
- Board of Graduate Studies / Research Training Committee.

In 2022 the establishment of First Nations governance was led by the DVC FNL&E and consisted of the following committees:

- First Nations Leadership Steering Committee (first committee meeting held in 2022)
- First Nations Workforce Advisory Committee (first committee meeting held in 2022)
- Vice-Chancellor's First Nations Engagement Committee (TOR approved in 2022)

The First Nations Leadership Management Team met monthly in 2022 to discuss and make decisions on a range of issued including the expenditure and tracking of the ISSP funding program. Risk management, strategy, workforce and finance issues that impact First Nations staff and students were also discussed and actioned where necessary.

5.3.1. Statement by the Indigenous Governance Mechanism

Throughout 2022, CDU implemented a range of new governance mechanisms and refreshed many of our University policies and procedures – including some specifically affecting First Nations students and/or staff. These were aligned to our key strategic goal for CDU to:

> **'...be recognised as the university for Australian First Nations training, education and research'.**

With this Strategy guiding our medium-term future, the Deputy Vice-Chancellor First Nations Leadership presented a paper to CDU Executive and CDU Council in early 2022 outlining some concerns for First Nations Student success rates at the Unit level. CDU Council endorsed the recommendation for the University to prioritise an explicit focus on unit success rates with a view to developing actions for improving the success rates moving forward. The critical consideration was to commit to a whole of university approach, and 2022 saw the establishment of a working group of University leaders to analyse and formulate our intent as a collective. We also invested in strong project management to measure this important and complex undertaking.

We turned our attention to First Nations staffing and recruitment by implementing the First Nations Workforce Advisory Committee who first met in late 2022. As a joint initiative, the Committee is co-chaired by the Director of People & Capability, and the DVC FNL&E. The Committee are refreshing policies and processes to continue to attract and retain First Nations staff, including the provision of mentoring, professional development and career planning. The inaugural meeting in October 2022 identified the need for further consultations in 2023 to firm up the workforce strategy.

Our investment in engaging more deeply with our First Nations communities continued to grow throughout in 2022 and the portfolio delivered the second annual Bidjipidji School Camp (for high school students). It also piloted a First Nations HDR Workshop for Indigenous PhD Candidates. Our Student & Engagement team continued to conduct schools and community visits and develop resources and responses to identified needs.

We look forward to progressing with key initiatives outlined above into 2023 and beyond. The shared strategic commitments of CDU and the revitalised First Nations Leadership staffing profile place us in good stead.

Professor Reuben Bolt

Deputy Vice-Chancellor First Nations Leadership & Engagement
Larrakia Country
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Additional information for completing the template

[1] This information provides for the number of students and cost of the scholarships expended in 2022. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2022 should be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

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

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

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

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

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

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

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

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

[10] Only record amounts which required payment during the 2022 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year. Note the data in this table is a subset of the scholarship data provided in Table 1.

[11] Record all verbal and written scholarship offers for the 2022 calendar year, including those offers that were not accepted by the student. Record the 2022 component of new scholarship offers and the planned 2021 value of previously awarded scholarships (including continuing scholarships).

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