

Indigenous Student Success Program

2019 Performance Report

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Background and Context

Charles Darwin University (CDU) is unique in the context of the tertiary education sector in Australia. Firstly, we are a dual sector service provider and to-date have graduated more than 1000 Indigenous students in higher education, and some 13,000 in VET. Secondly, the geographical location of our campuses throughout the Northern Territory (NT) gives us a footprint to service many regional and remote Indigenous communities. Thirdly, we have satellite campuses in strategic locations around the country including Sydney, Adelaide and Cairns giving us the ability to service the needs of urban and rural Indigenous students. And finally, our courses are predominately offered online (n=70%). These four key factors have dictated and/or influenced the way we deliver our Indigenous student support services. Whilst we are a dual sector provider, this report will focus on our service delivery to Indigenous students enrolled in higher education programs at CDU.

Our Office of the Pro Vice-Chancellor Indigenous Leadership and Regional Outreach (PVCILRO) is designed as an Indigenous-led organisation dedicated to increasing positive outcomes for Indigenous peoples in tertiary education in Australia. We are acutely aware of the fact that Indigenous peoples are still the most socio-economically disadvantaged group of people in Australia, even after 10+ years of implementation of the 'Closing the Gap' strategy. There has been little improvement on its identified key performance indicators, other than Higher Education outcomes. Thus, we continue to implement a range of strategies to improve access, retention and completion rates for Indigenous students enrolled in CDU teaching programs.

1. Enrolments (Access)

Many of our current strategies to improve Indigenous student access to higher education evolved from the time of the 2010 commencement of the ACIKE agreement. ACIKE (an acronym for Australian Centre for Indigenous Knowledges and Education) was established as a partnership between CDU and the Batchelor Institute of Indigenous Tertiary Education (BIITE). A key part of the ACIKE agreement included the re-development of the Blue 2 Precinct on the Casuarina campus to accommodate Indigenous student services and Indigenous strategy and engagement. In its current form the Blue 2 Precinct provides office space for the Office of the PVCILRO and staff, a student support centre, several lecture/tutorial rooms and cultural indoor/outdoor ceremonial spaces. This dedicated precinct on campus provides Indigenous students with an identified space that is culturally safe.

Our provision of scholarships for Indigenous students is another important strategy to attract Indigenous students to CDU higher education courses. These scholarships are administered by the CDU Scholarships Office and promoted on our website, by word-of-mouth, via our student email list, in print media and via the lectures/tutorials/workshops we deliver. In 2019, we processed 209 scholarships for a total of \$464,817.50 (see table below). The associated living costs for students studying at CDU is significant, particularly for those that have chosen to not work in order to dedicate more focussed time to their study. We know how critical these scholarships are to give Indigenous students some financial stability and reassurance to be in a position to pay for costs related to food, rent, utilities and public transport between their residence and CDU campuses.

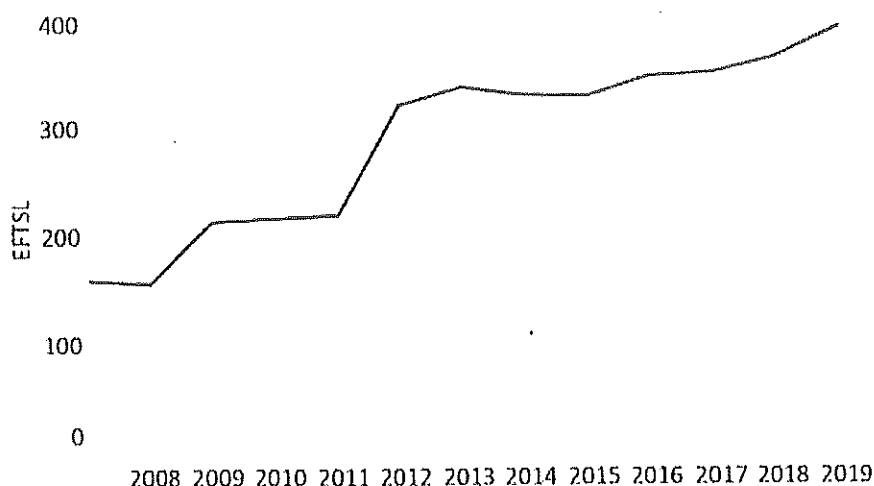
Table 1 Scholarships - breakdown of 2019 payments

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling	58,500	39	2500	1	0	0	61,000	40
Undergraduate	370,317.50	154	15,000	6	0	0	385,317.50	160
Post-graduate	18,500	9	0	0	0	0	18,500	9
Other	0	0	0	0	0	0	0	0
Total	447,317.50	202	17,500	7	0	0	464,817.50	209

We also offer bridging/enabling programs to Indigenous students including the Preparation for Tertiary Success (PTS), the Tertiary Enabling Program (TEP) and the Indigenous Academic Skills Workshop (IASW). The PTS is a dedicated pathways program for Indigenous students and is delivered via Block-Mode. Whilst we administer the program, our colleagues at BIITE deliver the course content via lectures and tutorial sessions. This arrangement was negotiated as part of the ACIKE agreement. For the reporting year 69 students were enrolled in the PTS. The TEP is a mainstream bridging program that many of our Indigenous students also study. This is a much larger program that attracts many more non-Indigenous students. Our IASW program is a week-long workshop available for Indigenous students enrolled in their first year of a CDU program. This workshop is delivered by CDU staff from across the institution in an intensive mode and is designed to improve Indigenous student academic skills. Our key stakeholders across CDU involved in the IASW program include staff members from the following programs/centres: Academic Language and Learning Success Program (ALLSP), Peer Assisted Study Sessions (PASS), the CDU Library, Scholarships Office, Student Admissions and Equity services. The IASS is designed to assist Indigenous students with building an academic foundation for success and giving them tools to effectively navigate their first year at CDU. This is a twice-yearly activity held in conjunction with the CDU Orientation Week. In 2019, a total of 22 students attended in Sem 1, and 5 in Semester 2.

There are also a range of other access programs administered by CDU departments. This includes the Children's University Program which is based on a concept developed in the UK over 30 years ago. Its aim is to create students who are actively and productively involved in their own learning. They leverage learning opportunities within business, organisations and local education providers. The theme for the program for each year is tailored to the business of the organisation and aligned to the CDU disciplines. For example, a Football Club would be aligned to our Sports Sciences program, and a Museum would be aligned with our Anthropology department. For the reporting year the Children's University Program targeted school students from Ludmilla Primary School and Manunda Terrace Primary School. It has a plan to expand in the near future. Program participants reflect the demographic of Northern Territory which is approximately 30% Indigenous.

As identified in the ISSP letter to our Vice Chancellor in 2018, our Indigenous EFTSL had increased from 2014 (n = 330) to 2017 (n = 353.5). This is an increase of 6.65%. However, for the same period our national ranking had fallen from 8th to 13th. Whilst a fall in ranking is disappointing for CDU, it is an excellent achievement for Indigenous peoples in Australia more generally, as it shows that the Indigenous student uptake of higher education study has increased overall.



The graph above shows a long-term trend at CDU of increasing Indigenous EFTSL since 2008. This positive upward trend is continuing. Overall EFTSL from Indigenous students grew by 7.58% in 2019. New student load grew by 3.5% and continuing student load grew by 7.6% due to improved Indigenous student retention rates for 2019. Whilst CDU is 14th in the sector for Indigenous student load, our Indigenous student load as a proportion of total domestic load (Participation Rates) is much higher than the rest of the sector. For example, participation for Indigenous students living in the NT was 10.8% in 2019; whilst 5.8% of domestic students studying with CDU and living in States and Territories outside of the NT identify as Indigenous.

ISSP effectively funds three initiatives at CDU. These are 1) salaries for student support staff located within the OPVCIL; 2) scholarships administered by the Scholarships Office for Indigenous students; and 3) Tutorial Support (TS) which provides dedicated tutorial support for students enrolled in their discipline of choice.

The PTS, TEP, and the Children's University programs aforementioned, are funded by sources other than the ISSP. And in 2019 our staff contacted all Indigenous students enrolled in Certificate IV and Diploma (status Good Stand) and Dip HE (GPA 4 & above) to provide information on pathways from VET to HE.

2. Progression (Access and Outcomes)

Our Indigenous Support unit is located within the Office of the Pro Vice-Chancellor Indigenous Leadership and Regional Outreach. The broader OPVCILRO consists of a total of 21 staff and includes a complement of 13 staff dedicated to supporting Indigenous higher education and Indigenous VET students.

We employ several strategies to improve unit success rates and retention rates for Indigenous students enrolled in CDU higher education courses. First and foremost, our key strategy is to ensure

Indigenous students are provided with an appropriate support service. We do this via two teams within our Student Services team: 1) the Indigenous Grants Team; and 2) the Academic Support Team. The Academic Support Team provides both academic and pastoral care support to Indigenous students. We are firmly of the belief that pastoral care issues must be addressed in the first instance to ensure our students are able to balance work, study, family and social activities. Once students have found this balance, we then focus on the provision of academic support using a range of programs and services including the ISSP funded Tutoring Support (TS) program. This is an important program that provides each eligible student with one-on-one tutorial support.

Tutorial sessions are commonly conducted in the *Gurinbey* Centre (Casuarina campus) and the *Akaltye* Centre (Alice Springs campus). These Centres continue to play a critical role in supporting Indigenous students enrolled in Higher Education CDU courses. Each Centre is located in a central location on their respective campuses to provide Indigenous students with an accessible space to study in a culturally safe environment. Staff and tutors that work within the Tutorial Support program implement Student Progress reports each semester to identify at-risk students and the recurring student issues, in an effort to further develop the program and enhance support mechanisms. For the reporting year, we successfully supported 174 HE students consisting of 8 postgraduate by coursework, 27 Other (e.g. Diploma) and 139 undergraduate students.

The Indigenous Grants Team coordinates the logistical and administrative tasks associated with travel required for students to attend compulsory block teaching, field placements and/or simulation blocks. The Indigenous Grants Team also provides assistance to CDU Indigenous students requiring travel within their state. For example, we organise flights and accommodation for CDU Sydney-based students requiring travel to a regional NSW area for a mandatory work placement. These activities are funded by the Away From Base (AFB) program.

Our other key strategy to increase Indigenous student success rates and retention rates is to ensure there is regular communication with them. We do this whenever the opportunity presents on campus. We also engage our students in social media, and have a social media presence on Facebook, Twitter, and Yammer.

We also utilise the CDU online learning platform and formal communication tool 'Learnline'. Our first CDU Indigenous Students Community Learnline site went live on the 23rd of July, 2019. Over the past year, we have worked closely with the CDU Learnline and ITMS (Information Technology Management and Support) teams to map HE Indigenous students and create our first Aboriginal and Torres Strait Islander Learnline cohort. This new method of student engagement is exciting as we are the first department to successfully create a central site for Indigenous students. Once a student identifies as Aboriginal and/or Torres Strait Islander on their CDU enrolment form they are added to this site. We use the central site to engage with the students that may not have social media or overlook our emails. It allows Indigenous students to build networks with each other and is used to share important updates, job opportunities, scholarships and community/student engagement events.

Our community engagement for 2019 included attendance at the GARMA and Barunga festivals, as well as NAIDOC and Reconciliation events and celebrations on campus and in community settings. Our strategy to improve the cultural competence of staff and students included the 2019 delivery of six one-day Cross Cultural Awareness Training workshops. A total of 103 staff attended the program, consisting of 93 that attended in person, whilst 10 completed the training online. This training was delivered by the CDU Office of People and Capability and was designed to introduce staff to Indigenous culture and practices, by exploring the impact of history on current issues in Indigenous communities.

Staff within the Indigenous Student Support team conducted an Indigenous Student Survey in the latter part of 2019 to gain a better understanding of the issues that impact student in their studies at CDU. The information from this survey is used to inform the changes to the program required to increase student satisfaction and experience at CDU.

Table 2a Tutorial assistance provided in 2019

Level of study	Number of students assisted	Total hours of assistance	Expenditure (\$)
Undergraduate	139	5,327	375,859.04
Post graduate	8	557	39,270.30
Other	27	662	46,954.13
Total	174	6,546	462,083.47

Table 2b Indigenous Support Activities provided in 2019

Activity	Number of student participants	Expenditure (\$)
Tutorial Support	174	462,083.47
IASW (Sem 1 and Sem 2, for HE students only)	27	13,874.55
CDU Orientation (Sem 1 and Sem 2; included catering, dance performances and cultural education and workshop activities)	27 registered students	6,348.27
Garma Festival	1	907.28
Valedictory Ceremony Casuarina (Sem 1 and Sem 2)	45	3,825.29
Valedictory Ceremony Alice Springs	8	2,038.86

3. Completion (outcomes)

Our key strategy to improve Indigenous completions of award courses is to make regular contact with Indigenous students. This activity is implemented using a wholistic case-management approach. We commit to contacting all higher education students via phone and/or email at least twice a semester. This provides opportunities to gauge how students are progressing with their studies, and it gives them an opportunity to ask questions that they might not have had the chance to ask otherwise. Communication is discreet which is well suited to any sensitive issues should they arise in conversation.

In setting up our students for success, we deliver 2 x Indigenous Academic Skills Workshops (IASW) per year; at the beginning of Semester, and prior to the CDU Orientation week. We found that many

Indigenous students were not attending the mainstream Orientation program, so the dates for the IASW workshops are scheduled prior to allow Indigenous students attending the IASW to then be further encouraged to participate in Orientation week. Evaluations of the IASW occur through post-workshop surveys and the collection and analysis of anecdotal evidence throughout the workshop and at a post-workshop de-brief. Results from 2019 survey are positive and indicate;

- 75% of survey participants agreed the workshop prepared them for university life
- 100% of survey participants indicated an improved understanding of Unit assessment criteria
- 75% agreed the IASW helped with some of the stress of starting university by helping with enrolments and where to find the correct information/assistance
- 100% expressed confidence in accessing library resources to search for references

As described earlier, our scholarships play a key role in student decisions to study at CDU. They also play a key role in the retention of Indigenous students in the degree programs, as they are largely used by students to pay for essential living costs such as rent, food and utilities. If students did not have these scholarships, then by and large they are required to work to make enough money to pay for these essential expenses.

For the reporting year we continued to utilise the University-wide Customer Relations Management (CRM) tool that we developed in 2018. This has proven extremely useful and allows us to deliver our support services more effectively and efficiently.

In the students' 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 2019, 15 students who received tutorial support, successfully completed their Bachelor qualifications.

Indigenous student completions have remained steady over the 2014-2017 time period and increased in 2018. Increases were for undergraduates in the Health Science and Midwifery programs.

In addition to the ongoing delivery of student support services during the reporting year, the Indigenous Student Services staff conducted a range of research activities and ongoing evaluations in the interests of continuous improvement. New initiatives/processes were also trialled. Research and evaluation programs included; analysis of regional and remote student data, understanding VET pathways, student demographic data, student surveys, feedback on the IASW, gathering data on barriers and enablers to Indigenous student success, and exploring VET to HE pathways.

New activities commenced or in the planning phase in 2019 included; support for Indigenous students enrolled in the CDU Tertiary Enabling Program (contact made with all 134 TEP students), student meet and greets at Casuarina and Alice Springs campuses, workshops for post-graduate students, preparations for CDU to participate in the University Games, began planning for gender-specific support and researching needs of Indigenous males.

CDU ISS 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.

CDU participates in the national Graduate Outcomes Survey (GOS) for undergraduate and post-graduate 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.

Strategies and Funding Sources

Activity	ISSP Funding	CDU Funding	Other (eg. Philanthropic)
Staff Salaries	*	*	
Tutorial Support Program	*		* (NTG for VET students)
Indigenous Academic Skills Workshop (Sem 1 and Sem 2, for HE students only)	*	*	
CDU Orientation (Sem 1 and Sem 2; included catering, dance performances and cultural education and workshop activities)	*	*	
Garma Festival	*	*	
Indigenous Valedictory Ceremony Casuarina (Sem 1 and Sem 2)	*		
Indigenous Valedictory Ceremony Alice Springs	*		
Indigenous Scholarships & Awards	*	*	*
In-house research and evaluation of Indigenous student support services		*	*

4. Regional and remote students

CDU is very well placed to support Indigenous students located in a regional or remote community. Our outreach activities at CDU are coordinated from the PVC Education Strategy portfolio via programs including the *Aspire* program and the *CDU Children's University*. The *Aspire* program is designed to engage with low SES students, and for the reporting year, it was under review to be re-invigorated. As a result, *Aspire* had partnered with 19 schools across the NT and engaged 60 students, of whom 14 students were Indigenous. They were in grades 10, 11 and 12 and from the following areas:

- Alice Springs (4 x Indigenous students)
- Tennant Creek (1 x Indigenous student)
- Katherine (4 x Indigenous students)
- Palmerston (1 x Indigenous student)
- Darwin (3 x Indigenous students)
- Tiwi Islands (1 x Indigenous student)

In moving forward, we plan to develop partnerships with more schools in the near future including Jabiru, Yirrkala and Yarrara.

For regional and remote students, we were ranked second in the nation for two consecutive years (2014-2015). Our EFTSL was similar for these years (264.63 and 263.87 respectively), however for the following year 2016 our EFTSL load increased by 8.36% (n=287.95), yet our national ranking dropped from 2nd to 5th. This suggests that other institutions have increased their EFTSL for regional and remote students.

In addition to this, CDU's growth in Indigenous student EFTSL was delivered through increases in Regional and Remote based students. In 2018 Regional and Remote Indigenous student EFTSL grew by 3.6% and this continued in 2019 growing by 6.1%. Indigenous student load from Regional and Remote students based in the NT grew by 7% in 2018, and a further 8.7% in 2019. Indigenous student load from Regional and Remote Students from other states and territories dropped by 2.7% in 2018, but improved in 2019 growing by 1%.

Table 4 Scholarship data for remote and regional students

	Education Costs		Accommodation		Reward		Total ¹	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2018 Payments	219,450	87	13,355	3	102,500	42	447,805	180
B. 2019 Offers ²	333,817.50	133	17,500	7	0	0	351,317.50	140
C. Percentage ³ (C=B/A*100)							78.45%	77.78%
2019 Payments	447,317.50	202	17,500	7	0	0	464,817.50	209

5. Working with Vulnerable People Requirement⁴

	Yes/No
Has the provider completed a risk assessment?	Yes
Have staff involved in ISSP activity received training?	Yes
Does the provider have a compliance process in place?	Yes

6. Eligibility requirements

6.1 Indigenous Education Strategy

We have met our requirements under Section 13 of the ISSP Guidelines. Our obligations against an *Indigenous Education Strategy* are covered in our *Indigenous Leadership Strategy*¹ that has the relevant information required under ISSP to remain eligible for funding. This strategy has identified key performance indicators which prioritise an increase in the number of Indigenous students that enrol, progress and complete their higher education study at CDU.

¹ <https://www.cdu.edu.au/files/2019-10/Indigenous%20Leadership%20Strategy%20FINAL.docx.pdf>

We have met the requirements of Section 13(c) of the ISSP guidelines to facilitate, monitor and improve upon the inclusion of Indigenous knowledge in curricula, graduate attributes and teaching practices. In fact, we have gone a step further by imbuing Indigenous issues/content into the title of one of our colleges: the College of Indigenous Futures, Arts and Society (CIFAS). The objective of the College is to '...share key elements of Indigenous knowledge within the guidelines of Indigenous protocols both nationally and internationally to ensure and safeguard the advancement, transmission and preservation of Indigenous Knowledge systems'. Consequently, CIFAS alone offers 70 courses that focus on Indigenous content including 'EST203 Teaching Indigenous Learners', 'IAS131 Colonising Australia', 'Indigenous Knowledges and Epistemologies', 'IAS541 Yolngu Languages and Cultures', 'IAS142 Ethics and Protocols in Indigenous Contexts', 'IND171 Indigenous Research: Principles to Practice', etc. Several of these courses include fieldtrips to communities for students to experience Indigenous Knowledge On Country.

We have also addressed the requirement of Section 13(d) to include activities that promote cultural competency. For the reporting year we held six one-day Cross Cultural Awareness Training workshops, with a total of 103 staff in attendance: 93 attended these workshops in person, whilst 10 completed the training online.

Our Reconciliation Action Plan (RAP) expired in 2015. However, by the end of 2019 work had begun to review and refresh the RAP. This work is ongoing.

6.2 Indigenous Workforce Strategy

We have met our requirements under Section 12 of the ISSP Guidelines. Our obligations against an *Indigenous Workforce Strategy* are covered in our *Indigenous Leadership Strategy* that contains the relevant information required under the ISSP funding agreement. Specifically, for section 12(a)(i) we have achieved the key performance indicator of a minimum of 3% Indigenous employment at CDU. For the reporting year Indigenous employees at CDU were 3.7% of the total number of CDU employees.

CDU has also successfully implemented the following three priority areas as set out in the ISSP guidelines (see pages 6-7) under sections 12(b)(i), 12(b)(ii), and 12(b)(iii). These are:

- 12(b)(i) increasing the number of academic employees engaged by the provider who are Indigenous persons;
- 12(b)(ii) the professional development and career advancement of academic employees engaged by the provider who are Indigenous persons; and
- 12(b)(iii) Employment of at least one Indigenous person as a senior executive employee at the level of Pro Vice-Chancellor, Deputy Vice-Chancellor or Vice-Chancellor, or equivalent.

The first two priority areas are clearly identifiable in the four key result areas of the CDU Indigenous Leadership Strategy:

1. Charles Darwin University to establish itself as an Indigenous Employer of Choice;
2. Charles Darwin University to increase the number of Indigenous employees who are attracted to and appointed to positions at the University (attraction and retention);
3. The University will provide specific leadership and career development opportunities to Indigenous staff (leadership and career development);

4. 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).

Unfortunately, we did not have an Indigenous person serve as PVCILRO during the reporting year. We did however 'prioritise' this recruitment. And whilst the role was not filled during the reporting year, our efforts to recruit a PVCILRO did result in the successful appointment of Professor Reuben Bolt (PhD, MBA, MMAP, BShons) in mid-January, 2020. Professor Bolt is a Yuin man from the south east coast of Australia.

When we embark on a recruitment process for Indigenous employees, we consult the CDU Indigenous Employment Policy². We also utilise Indigenous media outlets including the National Indigenous Times and the Koori Mail, as well as our extensive networks to ensure these positions are communicated as widely as possible in Indigenous communities. Our 2018 CDU Enterprise Agreement has provisions for Indigenous employment³. This document states:

- 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.

In addition to this, CDU has a very progressive strategic plan. It is titled 'Connect, Discover, Grow'⁴, and has a priority to be globally recognised for Indigenous leadership. Thus, Indigenous Leadership is a key pillar of the Connect Discover Grow Strategy. This document also identifies key targets for Indigenous employment.

There are several forums to report against the targets that have been set in our strategy documents. For example, each year the Vice-Chancellor holds a Strategic Planning Day which includes a report-back from the College Deans on their performance in relation to Indigenous student enrolments, retention and completion. In addition to this, each fortnight the Vice-Chancellor chairs the Executive Leadership Group (ELG) meeting. These fortnightly meetings provide opportunities to report against the targets that have been set.

In 2019 CDU employed 1 x cadet and are looking into ways we may expand this across the University. Additionally, CDU provided opportunity for 3 x Indigenous women to attend the NT Women in Leadership conference, and 1 x Indigenous person attended the National Indigenous Empowerment Summit 2019 in Cairns. One Indigenous staff member was also sponsored to attend an externally delivered, 2-day professional development 'Women In Leadership' program.

² <http://www.cdu.edu.au/governance/doclibrary/pol-047.pdf>

³ <https://www.cdu.edu.au/sites/default/files/opc/docs/proposed-enterprise-agreement.pdf>

⁴ <https://www.cdu.edu.au/sites/default/files/strategic-plan.pdf>

Table 6.2 Indigenous workforce data (2019 breakdown)^{5 6 7 8}

Level/position	Permanent		Casual and Fixed-Term	
	Academic	Professional	Academic	Professional
HEW03 Administrative Assistant Casual Customer Service Officer Casual General Staff x2 ISS Casual General Staff Grants Officer Reception and Administration Assistant				6
HEW04 Accommodation Officer Administration Assistant Casual General Staff Casual International Agreements Project Officer ISS Receptionist & Administration Officer VET Customer Service Officer		3		3
HEW05 Administration and Finance Officer Executive Assistant Finance Officer IT Support Officer Library Services Officer Project Administration Officer Research Assistant		5		2
HEW06 CDU Larrakia Academic in Residence Education Support Officer Indigenous Student Support Officer Project Officer - Tutorial Support Research Degrees Administration Officer Systems Officer		3		3
HEW07 Indigenous Academic Support Officer		1		
HEW08 Assistant Manager - Indigenous Grants Policy Officer VET Quality Coordinator		2		1
HEW09 Senior HR Business Partner		1		
HEW10 Indigenous Liaison Officer Analyst, Indigenous Policies & Programs Senior Analyst - Indigenous Policies & Programs		2		1

Academic Level A Casual Research Staff - TNI Research Indigenous Academic Support Lecturer Jabiru Centre Leader Research Associate - Indigenous Engagement VET Lecturer / Workplace Assessor - Civil Construction VET Lecturer / Workplace Assessor - Maritime	4		3	
Academic Level B Casual Research Staff - TNI Research Lecturer - Aboriginal Studies Lecturer - Indigenous Knowledges Lecturer - Information Technology Lecturer Aboriginal Futures Lecturer in Education VET Lecturer / Workplace Assessor - Children's Services & Education Support	5		3	
Academic Level C Lecturer - North Australian & Regional Studies Senior Lecturer In Indonesian Studies	2			
Academic Level D Principal Research Fellow Senior Research Fellow			2	
Academic Level E Professor in Indigenous Social Research			1	
Total	11	17	9	16

6.3 Indigenous Governance Mechanism

2019 was a year of significant change and transition for CDU. The relatively recent structural change from the Faculty model to the College model was realised. Soon after the structural change was implemented, a number of changes to CDU Executive staff also occurred with several staff either resigning, relocating, or taking-up voluntary redundancies. The OPVCILRO portfolio was not immune to this fluctuating environment and also saw significant changes in our staffing profile with a number of long-standing employees taking redundancies, resigning or taking up short-term career opportunities via access to Leave Without Pay provisions.

Most significantly, the position of the PVCILRO was not filled by an Indigenous executive for the entire 2019 calendar year, as CDU had unsuccessfully recruited to the role after the departure of the previous Indigenous PVCILRO in December 2018. CDU conducted a second recruitment round for the PVCILRO in the latter half of 2019 which resulted in the January 2020 appointment of Professor Reuben Bolt, a Yuin man from south east of Australia.

In the absence of a designated PVCILRO in 2019, CDU provided senior executive leadership to the portfolio via the PVC, Higher Education Professor Steve Shanahan for most of the year, with the support and guidance of CDU's Provost and Vice-President, Professor Sue Carthew. This arrangement

ensured Indigenous education issues remained on the Executive Leadership agenda. 2 x senior Indigenous policy staff and 1 x Indigenous manager in PVCILRO continued to provide expert Indigenous advice on key CDU Committee structures (listed below) and for critical reports and strategic projects including the 2018 Commonwealth and NT Government funding reports (including ISSP), Indigenous workforce strategy development, Reconciliation Action Plan refresh, and other university-wide policies and programs.

Indigenous program staff within the PVCILRO portfolio also continued to provide leadership and contribute to the range of ongoing student focussed strategies and activities delivered within the Indigenous Student Services centres, and across the institution more broadly (see also Student Engagement and Student Administration activities listed below). Planning for Indigenous engagement events such as the annual Vincent Lingiari Memorial Lecture and NAIDOC was undertaken and endorsed in 2018, ensuring Indigenous leadership and culturally-relevant decision-making was upheld in 2019.

The Indigenous Governance Mechanism for 2019 consisted of three Indigenous staff members, 7 non-Indigenous staff members:

- Prof Steve Shanahan – Pro Vice-Chancellor Higher Education (8 months OPVCILRO)
- Prof Sue Carthew – Provost and Vice-President (2 months OPVCILRO)
- Jessica Procak* – Assistant Manager Indigenous Grants – (OPVCILRO)
- Esther Browne – Acting Manager Indigenous Student Services (OPVCILRO)
- Kim Robertson* – Senior Analyst - Indigenous Policies and Programs (OPVCILRO)
- Shane Motlap* – Analyst - Indigenous Policies and Programs (OPVCILRO)
- Ann Macabuhay – Manager Business Operations – (OPVCILRO)
- Despina Kaltourimidis – Management Accountant – Finance
- Jill Turner - Director - People & Capability
- Kara Blohm - Manager, Admissions and Scholarship

**Indigenous staff members*

Indigenous staff at CDU have been involved in many CDU business meetings throughout the reporting year. Many of these committees consist of formal decision-making mechanisms and include:

- Curriculum Development (HE) – Analyst, Indigenous Policies and Programs, PVCILRO nominee on the 'CDU Higher Education Learning and Teaching Committee', and Learnline Steering Group (8 x meetings per year);
- Curriculum Development (VET) – Analyst, Indigenous Policies and Programs, PVCILRO nominee on the 'CDU Vocational Education and Training Committee' (6 x per year);
- Research Ethics – Analyst, Indigenous Policies and Programs, PVCILRO delegate on the 'CDU Human Research Ethics Committee' (6 x per year);
- CDU Higher Degree Research Student Conference – Senior Analyst, PVCILRO representative on the 'HDR Conference Organising Committee' for 2019 (4 x times per year);
- Student Administration – OPVCILRO provides advice and consultation on the matters of student administration (eg. access, enrolment, progress and retention, graduations and Alumni development) through individual meetings at the program level, and via representation on the regular meetings of the Office of Student Administration meetings (4 x meetings per year); and
- Student Engagement – OPVCILRO provides tailored advice and consultation on CDU programs for student engagement and improving the student experience including equity services (access and inclusion, counselling, careers and employment), student ambassador programs, via individual meetings with Program coordinators and via representation on the regular meetings of the Office of Student Engagement management meetings (4 x meetings per year).

Indigenous staff were also involved in University business for the funding year via a range of needs-based and intermittent meetings, teleconferences, focus groups and reference groups to provide expert advice on various issues including Indigenous research. We have provided liaison with the Office of Research and Innovation and with the CDU Colleges (Asia Pacific College of Business and Law; College of Education; College of Engineering, IT and Environment; College of Health and Human Sciences; College of Indigenous Futures, Arts and Society; and College of Nursing and Midwifery), and VET, for Indigenous HDR students, and provided input and expert advice on issues of Human Research Ethics, writing immersion programs and supervision workshops.

The OPVCILRO is the primary contact for CDU Colleges and operational units that engage Indigenous students, staff and community stakeholders. We provide advice and direction on issues of cultural sensitivity, and the ethics of engagement with Indigenous peoples and organisations such as Indigenous NGOs, traditional owner groups for specific regions and peak bodies. In addition to this, the OPVCILRO provides advice and consultation for the Higher Education Participation and Partnerships Program (HEPPP) funded programs and for student access and participation, such as the high-school student mentoring program, Children's University, and other rural and remote community initiatives.

6.3.1 Statement by the Indigenous Governance Mechanism

As the recently appointed PVCILRO I would like to thank whole-heartedly the OPVCILRO staff for their dedicated and tireless work to support our Indigenous students enrolled in CDU courses. 2019 was a difficult year for us due to significant changes to our workforce during the reporting year and the year prior. In 2018 Professor Adrian Miller, the then PVCILRO, announced his resignation from the role, and whilst CDU actively recruited for the role during the reporting year, unfortunately it was not filled. In addition to this, several key positions within the PVCILRO were vacated having a profound impact on the sense of continuity for the existing staff and students. At the end of 2019 the Vice Chancellor, Professor Simon Maddocks finalised a recruitment process for the PVCILRO role and at the beginning of 2020 announced that I would be filling the role.

This 2019 performance report and acquittal was completed in early/mid 2020 with contributions from various key stakeholders across the University. Whilst I was not employed at CDU during the reporting period, I did oversee and draft significant sections of this report. The loss of key staff within CDU and the OPVCILRO during the reporting year has resulted in the loss of some corporate knowledge, including nuances pertaining to specific programs/services. In addition, our inability to fill the PVCILRO role for the reporting period had also impacted on key activities such as recruitment to key roles, innovation for students support services, decision-making processes for key programs/initiatives and a coordinated approach to implementing our core business across the institution.

Despite these constraints, this report demonstrates the ongoing commitment to supporting nationally-significant numbers of Indigenous students enrolled at CDU through the professional delivery of specialist and culturally relevant programs and collaborations. We continue to reflect on our business and build evidence-based modifications into service delivery.

My appointment at the beginning of 2020 will bring stability and continuity for the OPVCILRO over the coming years to ensure we are in the best possible position to improve Indigenous access, retention and success rates at CDU. This will include a coordinated approach to our strategies: 'Connect, Discover, Grow'; the Indigenous Leadership Strategy; and CDU's Reconciliation Action Plan. The

implementation of these strategic documents in partnership with our key stakeholders will ensure our all-of-university approach to Indigenous success is effective.

With regards

Prof. Reuben Bolt (PhD; MBA; MMAP; BShons)
Pro Vice-Chancellor Indigenous Leadership and Regional Outreach
Charles Darwin University

Indigenous Student Success Program

2019 Financial Acquittal

Organisation

CHARLES DARWIN UNIVERSITY

1. Financials – income and expenditure

Table 1a ISSP income available to support Indigenous students in 2019 (excluding GST)¹

Item	(\$)
A. ISSP Grant	
ISSP Grant 2019 (flexible component)	1,883,927.21
ISSP Grant 2019 for preserved scholarships	8,181.00
Subtotal ISSP Grant	1,892,108.21
B. Other ISSP Related Income	
Rollover of ISSP funds from 2018	
Interest earned/royalties from ISSP funding	2,509.85
Sale of ISSP assets	
Subtotal other ISSP related income	2,509.85
Grand total	1,894,618.06

Table 1b Other funding available to support Indigenous students in 2019 (excluding GST)²

Item	(\$)
A. Other non-ISSP funds	
Other funding provided under HESA ³	
Other Commonwealth Government funding	
Funds derived from external sources ⁴	10,833,701.06
Total of other non-ISSP funds	10,833,701.06

Table 1c Expenditure on support for Indigenous students during 2019 (excluding GST)⁵

Item	Actual ISSP (\$) ⁶	Estimate other funds (\$) ⁷	TOTAL (\$) ⁸
Preserved scholarships	6,817.50		6,817.50
"New" scholarships from flexible ISSP funding	458,000.00	107,000.00	565,000.00
Teaching and learning ⁹			
Salaries for staff working on ISSP activities ^{10 11 12}	1,381,465.38	5,812,889.32	7,194,354.70
Administration for staff working on ISSP activities ¹³	41,302.86		41,302.86
Travel – domestic (airfares, accommodation & meals)	18,959.01		18,959.01
Travel – International (airfares)			
Travel – International (accommodation and meals)			
Conference fees and related costs ¹⁴			
ISSP Asset purchases made during 2019 ¹⁵			
Other		4,913,811.74	4,913,811.74
A. Total Expenditure 2019	1,906,544.75	10,833,701.06	12,740,245.81
<i>B. Unexpended 2019 ISSP funds approved for rollover into 2020 grant year</i>			
2019 ISSP funding committed (A + B)			
<i>D. Other unexpended 2019 ISSP Funds to be returned to PM&C¹⁶</i>			
<i>C. Unexpended 2019 preserved scholarships funds to be returned to PM&C (negative amount indicates expenses absorbed by CDU)</i>	(11,926.69)		

2. Rollovers

Table 2 Rollovers agreed

	Rolled over (\$) (A)	Expended/committed ¹⁷ (\$) (B)	Excess to be returned to the Department ¹⁸ (C) (C = A – B)
2018 funds rolled over into 2019			
2019 funds agreed for rollover into 2020			

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2019¹⁹

1. GST received by you in 2019 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> ²⁰	\$
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) ²¹	\$
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /
	Amount remitted: \$ Date remitted: / /

4. ISSP Assets

Table 2a ISSP Assets inventory²²

Asset Description/ category	Adjustable Value ²³	ISSP contribution ²⁴

Table 2b ISSP Assets - purchases during 2020

Asset Description/ category	Purchase Value	ISSP contribution

Table 2c ISSP Assets - disposals during 2020

Asset Description/ category	Adjustable value	Disposals/ Sale Price ²⁵	ISSP component ²⁶	Disposals Age ²⁷

5. Endorsement of the Financial Acquittal²⁸

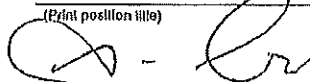
Financial Acquittal supported and initialled by:

Anne Coulter

(Print name of relevant officer)

Chief Financial Officer

(Print position title)



(Signature and date)

Telephone contact: 08 8946 6200 E-mail: anne.coulter@cdu.edu.au

For the purpose of the Financial Acquittal
the following information is provided:

INDIGENOUS STUDENT SUCCESS PROGRAMME 2019 CERTIFICATION

Complete this certification after reading the completed 2019 Performance Report and 2019 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 2019 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2019 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 Mechanism:

Name: Prof. REUBEN BOLT
Title: Pro Vice-Chancellor Indigenous Leadership
Signed: [Signature] Date: 11/05/2020

Certification made by Vice-Chancellor or equivalent delegate:

Name: Professor Simon Maddocks
Title: Vice-Chancellor
Signed: [Signature] Date: 24/06/2020

