

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Performance Report

Organisation	Charles Darwin University		
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CDU has a long history leading, developing and delivering innovation in 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. The ILS aims to provide a whole of university approach that focusses on Indigenous specific strategies aligned with the five strategic pillars of CDU's Strategic Plan (2015-2025) – a provider of transformative skills and learning; globally recognized for Indigenous leadership; a critically engaged university of the region; a truly international university and 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. 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. Nominations from staff to become ILS champions and ambassadors will be called upon to form working groups to collaborate with the Indigenous Leadership Team of OPVCIL.

1. Enrolments (Access)

- The Office of Indigenous Student Services (OISS) forms a core part of the activities within the OPVCIL and provides a comprehensive range of services and support to assist Indigenous students in their VET and HE aspirations. Consisting of two discrete areas – the Indigenous Grants Team provides specialist advice, expertise and support on all supplementary funding programs and projects including (but not limited to): Tutorial Support, Away From Base and any applicable scholarships, bursaries and targeted funding. Secondly, the Academic Support Team provides a range of tailored guidance, support and mentoring to VET and HE students along their educational journey. In collaboration with a wide range of internal and external stakeholders, OISS assists students to successfully navigate the University environment and we streamline Indigenous student access to a diverse range of services, systems and support available to all VET and HE students
- The OISS offers culturally safe facilities, learning environments, advocacy and support that recognises and values individual and collective needs of Indigenous students. OISS actively supports prospective, enrolled and ongoing Indigenous students via three Indigenous Student Services (OISS) centres based at Casuarina Campus (Gurinbey); Katherine (Yangan-garr); and Alice Springs (Akaltye).
- Serviced by a total of 15 staff, OISS works in direct partnership with a wide range of internal stakeholders (e.g. Student Admissions and Equity Services, Library, Scholarships, Academic Language and Learning Success Program, Peer Assisted Study Sessions (PASS) Program, Learnline etc.) to provide Indigenous students comprehensive information, advice and support on a wide range of matters.
- Throughout 2017 OISS staff have attended a range of events and/or festivals along with other OPVCIL and CDU representatives to promote course offerings at CDU at both VET and HE levels and targeting prospective student interest, intake and/or enrolments including (but not limited to):
 - Garma;
 - Barunga - Sports and Culture Festival;
 - Garrmalang;
 - Maningrida Careers Expo; and
 - NAIDOC Week

1. Enrolments (Access) cont'd

- OISS actively promotes and contributes towards the delivery of several bridging/enabling support and outreach activities including (but not limited to):
 - **Preparation for Tertiary Success** – delivered by CDU and in direct partnership with Batchelor Institute and attracting approximately 30 Indigenous students each year;
 - **OISS Indigenous Academic Skills Workshop** – targeting Indigenous first year students and providing intensive academic skills workshops hosted by OISS staff and in direct partnership with CDU wide staff and stakeholders; and
 - **ATSI Scholarships** – promoted on the CDU internet, OISS emails/print media, on-campus and word-of-mouth.

- The demographic profile of the Indigenous student cohort at CDU differs markedly to all other higher education institutions in that the majority of students are:
 - aged 30 yrs. and over
 - Female
 - Non-school leavers
 - Part time
 - Regional and remote

- The implications of this profile in terms of progression and completions will illustrate that students will in most part take longer to complete their courses of studies, will potentially move in and out of their courses of studies depending on employment, family and community commitments and priorities.

- In spite of these issues the numbers of Indigenous people enrolling in higher education courses at CDU in 2017 (EFTSL 349) exceeded all previous years including the highest enrolments recorded back in 2013 (EFTSL 335).

1a Scholarships (2017 breakdown)

Student category		Education Costs		Accommodation		Reward		Total/ Students Assisted	
		\$	No.	\$	No.	\$	No.	\$	No.
From Regional/ Remote	UG - GF	\$109,435.50	54	\$26,380.00	6	NA	0	\$135,815.50	54
	UG - ISSP	\$94,500.00	51	\$15,000.00	5	\$102,500.00	41	\$212,000.00	51
	PG - ISSP	\$3,000.00	2	\$0	0	\$0	0	\$3,000.00	2
From Non Regional/ Remote	UG - GF	\$17,140.50	8	\$0	0	NA	0	\$17,140.50	8
	UG - ISSP	\$12,000.00	8	\$0	0	\$17,500.00	7	\$29,500.00	8
	PG - ISSP	\$0	0	\$0	0	\$0	0	0	0
Other	GF	\$11,866.50	9	\$0	0	\$0	0	\$11,866.50	9
	ISSP	\$42,000.00	23	\$5,000.00	2	\$0	0	\$47,000.00	23
Total		\$289,942.50	152	\$46,380.00	13	\$120,000	48	\$456,322.50	152

GF=Grandfathered scholarships

Value of Scholarships awarded by the university to remote or regional students in the 2016 academic year (Section 21(3) in the Guidelines refers)	\$584,674.50
Value of Scholarships offered by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)	\$555,440.78

2. Progression (access and outcomes)

- In 2017 OISS conducted its annual Indigenous Academic Skills Workshop (IASW) targeting Indigenous first year higher education students enrolled at CDU in first semester. A total of 28 students registered their interest to attend, with a grand total of 21 Indigenous students in attendance held in partnership with CDU's Orientation Week.
- The IASW provides intensive support and streamlined access to CDU staff, teams and areas that offer specialised expertise in building Indigenous students' academic skills and expertise in areas such as: time management; reading, writing and referencing; accessing appropriate learning and teaching resources; tutorial support; equity services etc.
- Anecdotal evidence (i.e. ongoing engagement with VET and HE Lecturers) suggests that CDU's regional and remote VET and HE course delivery has become increasingly cost-prohibitive and as a direct result CDU's VET and HE sectors continue to undertake significant cost-rationalisations that are expected to reduce rates of prospective Indigenous students outreach, engagement and/or enrolments (i.e. regional and/or remotely delivered VET and/or HE courses will no longer exist and/or will be considerably reduced).
- The demographic profile of the Indigenous student cohort at CDU differs markedly to all other higher education institutions in that the majority of students are:
 - aged 30 yrs. and over
 - Female
 - Non-school leavers
 - Part time
 - Regional and remote
- The implications of this profile in terms of progression and completions will illustrate that students will in most part take longer to complete their courses of studies, will potentially move in and out of their courses of studies depending on employment, family and community commitments and priorities.
- In spite of these issues the numbers of Indigenous people enrolling in higher education courses at CDU in 2017 (EFTSL 349) exceeded all previous years including the highest enrolments recorded back in 2013 (EFTSL 335).

2a Tutorial and other assistance provided (2017 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	158	15,134.89	\$561,890
	Post graduate	10	1,019.99	\$37,870
	Other	14	427	\$15,852
	total	182	16,581.88	\$615,612
Indigenous Support Unit or other Indigenous student support activities	(optional breakdown of major activities or just total)	N/A	N/A	N/A
	total	N/A	N/A	N/A
Add other categories as relevant		N/A	N/A	N/A

3. Completions (outcomes)

- CDU's OISS student support centres and staff apply active engagement strategies with a commitment contact all Indigenous HE students via phone at least twice each semester. The approach has enabled OISS staff to engage effectively with students and to offer a wide range of information, advice and referrals to internal and external services and support accessible to all CDU students and/or discretely to Indigenous students (e.g. Indigenous Scholarships).
- Throughout 2017 steps were undertaken to initiate development and production of an OISS Customer Relations Management (CRM) tool that would align all OISS student-centric activity, outreach and engagement with all other student focussed areas of the university. The tool is designed to improve visibility of OISS engagement with Indigenous students at all levels (i.e. prospective, enrolled, inactive, at-risk, under-progression and/or withdrawn) and the efficiency of referring matters to areas with the greatest and/or most appropriate levels of expertise.
- In the period 2014 – 2017 Indigenous student completions were:
 - 2014 – 89
 - 2015 – 67
 - 2016 – 77
 - 2017 - 63
- These figures are indicative of the following influences:
 - a. Graduating students from both the BIITE- CDU partnership agreement transition arrangements; and
 - b. graduating CDU students from non BIITE-CDU partnership agreement courses
 - c. the CDU Indigenous student demographics
- CDU's OISS works with 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/or direct employment opportunity both locally, more broadly throughout the Northern Territory and/or nationally
- Graduate Outcomes Survey (GOS)

Charles Darwin University (CDU) 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 GOS is conducted for the Australian Government Department of Education and Training by the Social Research Centre. The GOS has two main data collection periods in the months of May and November.

The results of this survey help the higher education sector and the government improve students' course experience, and enhance teaching and learning in Australian higher education institutions to improve graduate outcomes. The four outcomes indicators include, Full-time employment, Overall employment, Full-time study and Median Salary.

The results provided to the university show de-identified information on the percentage of CDU students in full-time employment, percentage of overall employed, percentage in the labour force, percentage in further full-time study and the median salary of graduates.

3. Completions (outcomes) Cont'd.

This data can be further filtered by a range of demographic indicators such as age, gender, ATSI status, disability, home language, domestic/international, study mode and socio-economic status. The GOS also asks both undergraduate and postgraduate students a series of questions relating to skills formation and qualification utilisation.

- Staff from the Office of Indigenous Student Services, through their internal and external formal and informal networks maintains contacts with most Indigenous graduates from CDU and keep a track of where graduates are, what they are doing, etc.
- The Indigenous specific strategies that have been implemented have been funded primarily from ISSP funding with a smaller contribution from CDU funds. Where possible, OPVCIL endeavours to ensure that there is an ongoing awareness of the Whole of University commitment to Indigenous education, training and employment for Indigenous peoples as per the CDU Strategic Plan and its associated actions.

It should be noted that the Office of the PVCIL endeavours to ensure that services that are provided by CDU to the general student and staff population are not duplicated/replicated through the use of ISSP funding.

4. Indigenous Education Strategy accessible by public

Education Strategy

Charles Darwin University (CDU) has finalised and endorsed a university wide approach to Indigenous higher education and training. The **Indigenous Leadership Strategy 2017-2020 (ILS)** sets targets across a range of areas. These include:

Indigenous Leadership at CDU in 2017	Indigenous Leadership at CDU in 2020
<p>HE Undergraduate Indigenous Students</p> <ul style="list-style-type: none">• 176 Commencing Students• 28% admitted from VET, 15% by Enabling and 11% from School• 62.7% Success Rate• 67.1% Course Retention Rate• 15% of students completed within 4 years, 23% within 6 years and 32% in 9 years.	<p>HE Undergraduate Indigenous Students</p> <ul style="list-style-type: none">• 220 Commencing Students• 28% admitted from VET, 15% by Enabling and 11% from School• 74% Success Rate• 70% Course Retention Rate• 17% of students completed within 4 years, 24% within 6 years and 33% in 9 years.
<p>HE Postgraduate Coursework Indigenous Students</p> <ul style="list-style-type: none">• 15 Commencing Students• 71.9% Success Rate• 56% Course Retention Rate• 25% of students completed within 4 years, 30% within 6 years.	<p>HE Postgraduate Coursework Indigenous Students</p> <ul style="list-style-type: none">• 45 Commencing Students• 75% Success Rate• 60% Course Retention Rate• 26% of students completed within 4 years, 31% within 6 years.
<p>HE Research Students</p> <ul style="list-style-type: none">• 5 Commencing Students• 2 HDR completions	<p>HE Research Students</p> <ul style="list-style-type: none">• 10 Commencing Students• 30% completion within 4 years

The Indigenous Leadership Strategy 2017-2020 (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. 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. Nominations from staff to become ILS champions and ambassadors will be called upon to form working groups to collaborate with the Indigenous Leadership Team of OPVCIL.

It is the intention of the Office of the PVCIL to conduct quarterly review of progress and adjustments will occur should they be deemed essential for the ongoing implementation and progress of the strategy.

The **Indigenous Leadership Strategy** will be posted on the CDU website for public access in the near future.

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 staff to 3% of the total workforce. Charles Darwin University already exceeds this target with an average participation rate of Indigenous staff at 4.3% at June 2017, comparable to national average of around 1% across the University sector. The University is committed to building on the number of Indigenous staff 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 2017, the University appointed a new Pro-Vice Chancellor Indigenous Leadership, Professor Adrian Miller.

In partnership between the Office of Pro-Vice Chancellor Indigenous Leadership and the University's People and Capability function, 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:

- Charles Darwin University to establish itself as an Indigenous Employer of Choice;
- Charles Darwin University to increase the number of Indigenous staff 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);
- 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).

The updated Indigenous Employment Strategy 2018-2020 is currently under consideration by the University. It is expected that it will be approved and endorsed by CDU Executive Leadership Group by the end of August 2018.

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>).

Such initiatives in 2017 included:

- Utilisation of targeted job search boards and Indigenous-specific media (e.g. Koori Mail) to 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;
- Collaborative partnerships with Price Waterhouse Coopers Indigenous Consulting to establish an Indigenous mentoring service, creating an Indigenous leadership pipeline from middle to senior management across the CDU Indigenous workforce, and further enhancing CDU's reputation as an Indigenous Employer of Choice;
- Establishment of a dedicated Indigenous recruitment position in the People and Capability function at 0.5FTE specifically focussed on recruiting, engaging and retaining the Indigenous workforce at CDU.

5. Indigenous Workforce Strategy accessible by public (cont'd)

In 2018, and as part of its partnership with Price Waterhouse Coopers Indigenous Consulting, the University will pilot a series of Unconscious Bias workshops specifically focussed on Indigenous Australians. This workshop is developed and designed by Professor Nareen Young, Professor of Indigenous Policy at University Technology Sydney. This workshop is designed to challenge the implicit biases associated with Indigenous Australians that may exist within the CDU workforce.

The University's Enterprise Agreement 2013 remains in effect and continues to support the University's goal to be a preferred employer for Indigenous people (<http://www.cdu.edu.au/ohrs/enterprise-agreement.html>):

- The University has set an aspirational target for Indigenous employment, that being equivalent to 80 FTE.
- Making use of one of the Early Career Development Fellowships, specifically for Indigenous staff members.
- 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.

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

5a Indigenous workforce data (2017 breakdown)

Faculty	Level/position	Perm/ >1yr		Casual/ <1yr	
		Academic	Non-academic	Academic	Non-academic
Operations	HEW 4 Receptionist		1		
	HEW 5 IT Support Officer		1		
	HEW 6 - Project Officer - Tutorial Support Environment Developer - Client Operating Environment		1		
	HEW 7 HR Project Officer		1		
PVC – Indigenous Leadership	Pro Vice Chancellor (Contract)	1			
	HEW 3 Reception and Administration Assistant		1		
	HEW 6 CDU Larrakia Academic in Residence		1		
	HEW 7 Indigenous Academic Support Officer		1		
	HEW 8 Assistant Manager - Indigenous Grants		1		
	HEW 10 - Senior Analyst - Indigenous Policies and Programs - Manager, Indigenous Student Services		3		

	- Indigenous Policies and Programs Analyst				
	Academic A - Indigenous Academic Support Lecturer - Indigenous Academic Support Lecturer - Indigenous Academic Support Lecturer - Indigenous Academic Support Lecturer	4			
	Academic B Research/Evaluation Fellow	1			
	Director (contract) Director of Operations - Indigenous Leadership	1			
	Casual Casual DEST (Higher Ed) Tutor			1	
PVC - Vocational Education and Training	HEW 4 VET Customer Service Officer		1		
	Academic A - VET Lecturer / Workplace Assessor - Civil Construction - VET Lecturer / Workplace Assessor - Community Services - VET Lecturer / Workplace Assessor – Maritime - Jabiru Centre Leader	4			

	Academic B VET Lecturer / Workplace Assessor - Children's Services & Education Support	1			
PVC - Education & Student Success	HEW 4 Library Client Services Officer		1		
	HEW 5 Administration and Finance Officer		1		
	HEW 8 VET Quality Coordinator		1		
PVC - Higher Education	HEW 3 Administrative Assistant - Mawul Rom Program		1		
	HEW 4 Placement Officer Administration Assistant		2		
	HEW 5 Executive Assistant Administration Officer		2		
	HEW 6 Education Support Officer		1		
	HEW 10 Indigenous Liaison Officer		1		
	Academic A Research Associate - Indigenous Engagement	1			
	Academic B - Lecturer - Indigenous Knowledges - Lecturer in Psychology / Clinical	3			

	- Lecturer in Indonesian Studies				
	Academic D Principal Research Fellow	1			
	Academic E Professor in Indigenous Social Research	1			
	Casual – non-academic Casual General Staff - SENV				1
	Casual – academic - Casual Tutoring - Information Technology - Casual Higher Ed Other Required Academic Activity			2	
Research & Research Training	HEW 6 Research Degrees Administration Officer		1		
University Finance	HEW 4 - Stores Supervisor - Administration & Purchasing Officer		2		
	HEW 5 Finance and Administration Support Officer		1		
Vice Chancellor's Office	HEW 8 Policy Officer		1		

6. Indigenous involvement in decision-making

CDU has a long history leading, developing and delivering innovation in 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. The ILS aims to provide a whole of university approach that focusses on Indigenous specific strategies aligned with the five strategic pillars of CDU's Strategic Plan (2015-2025) – a provider of transformative skills and learning; globally recognized for Indigenous leadership; a critically engaged university of the region; a truly international university and 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. 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. Nominations from staff to become ILS champions and ambassadors will be called upon to form working groups to collaborate with the Indigenous Leadership Team of OPVCIL.

The CDU ISSP Indigenous Governance Mechanism aims to meet both Face to Face (5) and via electronic media to discuss and resolve the following items and issues:

- Implementation/Interpretation/Understandings of the 2017 ISSP Guidelines;
- Allocation of responsibilities for implementation;
- ISSP budget allocations;
- Scholarship allocations, revisions and reallocations;
- Development and provision of CDU performance updates to the department

6. Indigenous Involvement in decision- making (cont'd)

The OPVCIL has a strategic focus, being responsible for the monitoring, analysis and implementation of policies and programs relating to Indigenous tertiary education outcomes at CDU. Senior Indigenous staff participate in relevant projects and support the Pro Vice-Chancellor and the University to achieve the outcomes of the Strategic Plan, and other related policies and initiatives within CDU.

OPVCIL 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. These analyses are drawn from relevant data to identify evidence-based approaches to improving Indigenous higher education and VET outcomes. The OPVCIL also collaborates with external stakeholders through various partnerships and MOUs designed for mutually beneficial Indigenous education and wellbeing outcomes.

To achieve the outcomes of the ILS, a number of operational plans will need to be developed and implemented. Some will be driven from the Office of the Pro Vice-Chancellor Indigenous Leadership (OPVCIL) and others will be co-developed in conjunction with other sections of the university.

These include:

OPVC-IL Driven

- Cultural Competency Framework
- Indigenous Learning and Teaching Plan
- Northern Australian Sustainable Development Plan

Co-Developed

- Indigenous Employment Strategy
- International Indigenous Education Plan

Guiding Principles of the ILS

These principles have been designed to help guide the implementation of the ILS:

1. Recognition of the importance of Indigenous participation, scholarship and knowledges in tertiary education for all Australians;
2. Understanding of the histories and experiences that Indigenous Australians bring to higher learning;
3. Respect for Indigenous cultures, languages and spiritual connectedness with land and people and its influence on higher education;
4. Commitment to addressing social justice and inequity.

6a. Statement by the Indigenous Governance Mechanism

CDU's Indigenous Governance Mechanism

<p>To meet the requirements of these Guidelines, the Indigenous Governance Mechanism of a <i>Table A provider</i> or a <i>Table B provider</i> must:</p>	<p>CDU's and the OPVCIL Response</p>
<p>(a) consist of:</p>	<p style="text-align: center;">Indigenous Government Mechanism</p> 
<p>(i) an appropriately qualified senior academic employee of the provider who is an Indigenous person; or</p>	<p>Charles Darwin University's Indigenous Governance Mechanism is a matrix of different sections of the university led by the PVCIL to provide advice and leadership on the ISSP.</p> <ol style="list-style-type: none"> 1. CDU was the first university in Australia to establish an Indigenous specific Pro Vice-Chancellor position. The position is currently filled by Professor Adrian Miller until June 2018. 2. In February 2018, PVCIL wrote to senior staff of the Office of the Pro Vice-Chancellor Indigenous Leadership (OPVCIL) to establish an Indigenous Leadership Team (ILT). The ILT will consist of senior staff of the OPVCIL. The purpose of establishing the ILT is to develop and deliver an implementation plan for the <i>Indigenous Leadership Strategy 2017-2020</i> (ILS). The ILS is a whole of university strategy that provides guidance on learning / teaching; Indigenous leadership; engagement; international education; and research – essentially the ILS is the Indigenous Education Strategy for CDU. 3. The ILT forms part of a larger set of ways Indigenous governance is achieved and second support and advice from other sections of the university to fulfil ISSP objectives. 4. The Indigenous Leadership Academy is still in concept stage with its aims to primarily to: <ul style="list-style-type: none"> – Engage Indigenous leaders with CDU's Strategic Plan and the Indigenous Leadership Strategy; – Recognise and celebrate the legacy of Indigenous leaders and their impact; – Develop sustainable and ongoing relationships with Indigenous leaders and their organisations; – Identify and develop the next generation of Indigenous leaders through mentorship, capacity building and resilience training.
<p>(ii) an appropriately qualified senior executive employee of the provider who is an Indigenous person; or</p>	
<p>(iii) a committee constituted by a majority of Indigenous persons, each of whom has skills and experience relevant to the role; and</p>	
<p>(b) have responsibility for advising on, reviewing, making recommendations about, and monitoring the use of ISSP grants; and</p>	<p>The ILT has a significant responsibility for advising on, reviewing, making recommendations on ISSP. However, the Office of Indigenous Student Support (OISS), an organisational unit with the OPVCIL, has the primary responsibility of significant activities to meet student support and success in the ISSP conditions. Additionally, OISS monitors, reviews and provides PVCIL and university wide advice about ISSP funded activities and strategies. OISS actively promotes and contributes towards the delivery of several bridging/enabling support and outreach activities including (but not limited to):</p> <ul style="list-style-type: none"> – Preparation for Tertiary Success – delivered by CDU and in direct partnership with Batchelor Institute and attracting approximately 30 Indigenous students each year;

	<ul style="list-style-type: none"> – OISS Indigenous Academic Skills Workshop – targeting Indigenous first year students and providing intensive academic skills workshops hosted by OISS staff and in direct partnership with CDU wide staff and stakeholders; and – ATSI Scholarships – promoted on the CDU internet, OISS emails/print media, on-campus and word-of-mouth. <p>OISS student support centres and staff of CDU campuses apply active engagement strategies, with a commitment to contact all Indigenous HE students each semester. The approach has enabled OISS staff to engage effectively with students and to offer a wide range of information, advice and referrals to internal and external services and support accessible to all CDU students and/or specifically to Indigenous students (e.g. Indigenous Scholarships).</p> <p>A recent development of the OISS is utilising a Customer Relationship Management (CRM) tool to align all OISS student-centric activity, outreach and engagement with all other student focused areas of the University. The tool is designed to improve visibility of OISS engagement with Indigenous students at all levels (i.e. prospective, enrolled, inactive, at-risk, under-progression and/or withdrawn) and the efficiency of referring matters to areas with the greatest and/or most appropriate levels of expertise.</p> <p>CDU's OISS works with 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/or direct employment opportunities both locally, more broadly throughout the Northern Territory and/or nationally.</p>
(c) have authority within the governance structure of the provider; and	<p>Through the Office of the Pro Vice-Chancellor Indigenous Leadership, there is significant Indigenous representation and input into a wide array of senior committees and boards. These include:</p> <ul style="list-style-type: none"> – Vice Chancellors Group (VCG) - a committee consisting of executive staff members (Provost, DVC and PVC levels) to directly provide advice to the Vice-Chancellor and President, Professor Simon Maddocks; – Executive Leadership Group (ELG) - a committee established to make decisions of university wide strategic importance, to lead policy development and review internal policies, and to oversee strategy development and implementation (VC, Provost, DVC, PVC, Deans and Executive Director level); – The PVC Indigenous Leadership has ex-officio membership of the University Academic Board; Learning and Teaching Committee; and the Human Research Ethics Committee.
(d) have a charter that outlines:	
(i) criteria for appointment; and	<p>Rather than a single committee model, the Indigenous Governance Mechanism is a matrix of different ways to gain support and leadership for the ISSP. The core work will be generated from the Indigenous Leadership Team who are senior staff of the OPVCIL. The appointment and secondment of various staff from other sections of the university requires a flexible arrangement to provide direct links to student services, teaching and learning areas and planning and data. In terms of the ILA membership will be drawn from former staff in leadership roles, former students in leadership roles and former Vice Chancellor's Indigenous Advisory Committee members.</p>
(ii) roles and responsibilities; and	<p>Through the ILS and ILT, the PVCIL will identify those who should be responsible for providing input into Indigenous education strategies and ISSP. The OPVCIL will produce a document that records the membership of the IGM and outlines the roles and responsibilities of the IGM.</p>

(iii) decision-making processes.	The recommendations for decisions will be drawn from the Indigenous Governance Mechanism to PVCIL and to the Vice-Chancellor. Other executive staff will also be included in discussions about recommended discussion where appropriate.
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OPVCIL 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.

Recent data trends identified by the CDU Performance and Planning Office indicate that the rates of Indigenous enrolments, progressions and completions have all experienced growth during the years 2016 and 2017. This in contrast to the data that was contained in Vice Chancellor’s information package from the Dept. of Prime Minister and Cabinet in February 2017 that based an analysis of CDU’s Indigenous Higher Education performance on 2013 -2015 data. The 2013 – 2015 data formed the basis for the 2017 ISSP funding allocation that resulted in 2015 budget drivers being applied to 2017 activities where substantial growth had occurred. To this end, ISSP 2017 budget applications were spread more thinly to try to accommodate the shortfall in allocation whilst to maintain and grow service delivery and support to Indigenous students enrolled at CDU.