

AUSTRALIAN CATHOLIC UNIVERSITY INDIGENOUS EDUCATION STATEMENT 2010

SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

Australian Catholic University (ACU) continues its support of Indigenous communities through its long-term commitment to high quality Indigenous education and research, and a range of partnerships with local communities. The ACU Mission Statement calls it to be “guided by a fundamental concern for justice and equity, and for the dignity of all human beings” and its Reconciliation Statement adopted by the University Senate in 1998 explicitly commits the University and its staff and students to the following goals:

- *Each campus will endeavour to involve the Indigenous people of the region in the life of the University;*
- *Each year the University through its campuses will recognise Indigenous culture with activities involving the University community;*
- *The University through its policies and practices will encourage greater participation of Indigenous people in tertiary education;*
- *Aboriginal and Torres Strait Islander perspectives will be integral to the curriculum of the University;*
- *The University will join with other universities and institutions of higher education to achieve reconciliation with Indigenous peoples.*

The University’s strategies for Indigenous education and research within the context of the *Strategic Plan 2009-2011* are embedded in the *Indigenisation Thematic Plan 2009-2011*, which is organised in terms of the following six goals (see Attachment 1):

- Indigenous Student Population
- Student Experience
- Learning and Teaching
- Research Outcomes
- Community Engagement
- Staffing.

Centre for Indigenous Education and Research

Following its official launch in October 2009, the Centre for Indigenous Education and Research (CIER) is developing strategic direction and providing leadership for the University in the areas of Indigenous student support, teaching and learning, research and community engagement.

This has been, and will continue to be, achieved through a range of strategies including establishing collaborative research partnerships, continuing to contribute Indigenous perspectives and knowledge into the development and delivery of courses, evaluation and refinement of Indigenous student support mechanisms, strengthening the University’s links to Indigenous communities through community engagement projects, and contributing to leadership within and for the University through representation at key forums and in scholarship and educational initiatives.

Developing the staffing profile of the Office of the CIER Director and the four Indigenous Higher Education Units in Brisbane (Weemala), Sydney (Yalbalinga), Melbourne and Ballarat (Jim-baa-yer), and Canberra (Dhara Daramoolen) has been an ongoing process throughout 2009 and early 2010. Recruitment has resulted in the majority of the positions being filled by continuing Indigenous staff. They occupy key roles such as Academic Coordinators, Student Support Officers and Residential Officers; the latter provide support to the University’s away-from-base programs.

Three new research positions were introduced in early 2010: the CIER Research Project Manager and two part-time Research Assistants. Two further academic positions have also been established within CIER; a Research Fellow and a new Senior Lecturer position. The latter positions are joint appointments with the Centre for Authentic Leadership and the DEEWR-funded RoleM Indigenous Numeracy Project, respectively.

These appointments have increased the number of Indigenous employees in CIER. Out of 16 full-time positions, 11 are occupied by Indigenous staff. Out of three part-time positions, three are occupied by Indigenous staff. Thus, the total Indigenous staff numbers are 14.

The attached CIER Organisation Chart (Attachment 2) shows the structure of the Centre and staff positions.

CIER Staffing 2010		
Level	Indigenous	Non-Indigenous
D – Associate Professor	1	
C – Senior Lecturer	3	1
B – Lecturer	1	1
HEW 7		1
HEW 6	2	1
HEW 5 – Full-time	3	
HEW 5 – Part-time	2	
HEW 4 – Part-time	1	
HEW 3	1	1
Total	14	5

Six academic positions are due for appointment in Semester 2, 2010 – a replacement Academic Coordinator in Canberra and five new Level A/B Studentship holders (see Attachment 3), one per Faculty, under the University's new employment scheme.

In relation to recruitment of the Indigenous studentship holders, the University is pleased to acknowledge that Slade Partners, across the divisions of its business, is supporting ACU in the implementation of the Indigenous Studentship Scheme, including through a co-branded advertisement and pro bono recruitment initiatives. Slade Partners has previously provided support to various organisations in their search for specific roles in Indigenous education, including senior leadership roles in higher education, and will search nationally for candidates satisfying ACU's selection criteria for the studentships. Slade Partners will utilise its research capacity as well as its extensive network and contacts within the educational community to source suitable candidates for each Faculty.

SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2009 AND PLANS FOR FUTURE YEARS

1. Establish effective arrangements for the participation of Indigenous peoples in educational decision-making

ACU actively promotes the participation of Indigenous people in decision-making processes at all levels.

Indigenous staff and community members now have membership of the following committees:

- Executive Planning Group
- Academic Board (2 Indigenous members)
- University Research Committee
- Community Engagement Committee (new committee)
- University Human Research Ethics Committee
- Planning committees for Orientation and Open Day
- Faculty of Arts and Sciences Board
- Faculty of Business Board
- Faculty of Education Board

- Faculty of Health Sciences Board
- Faculty of Theology and Philosophy Board
- Campus Management Advisory Committees
- New South Wales Chapter

Membership of the University Senate is prescribed by the Constitution of Australian Catholic University Ltd (<http://my.acu.edu.au/39615>). Five (of sixteen) senators are elected by the University community and eight senators are elected by the members of the Company “to represent the interests of the broader community”. To date, there have been no nominees from the Indigenous community presented for consideration by those electorates. At the May 2009 annual general meeting of Australian Catholic University Ltd the members endorsed a proposal for a review of University governance, which is currently in progress, and the issue of Indigenous representation will be taken up in the review.

Indigenous staff and community members are also involved in **Indigenous-specific committees** that are sub-committees of or provide input into key University committees:

- The University’s Indigenous Education Committee (IEC) provides advice on issues affecting Indigenous education. The Indigenous membership of the committee includes senior staff of CIER and Indigenous community representatives from New South Wales, Queensland, Victoria and the Australian Capital Territory. The Committee, which is a sub-committee of Academic Board, meets twice each year to advise the University through a formal report to Academic Board. **Nine out of 12 members are Indigenous and the Committee includes two Indigenous Elders.**
- The Indigenous Research Committee, established in 2003, continues to develop and monitor research initiatives and ethical and cultural guidelines and protocols for research of Indigenous significance carried out by staff or students of the University. The membership of the Committee includes senior staff of CIER and a key researcher from each Faculty whose relevant research expertise is recognised by CIER. The Committee, which is now a sub-committee of the University Research Committee, meets twice each year to advise the University through a formal report to the University Research Committee. **Six out of 13 members are Indigenous and one external member is a senior Indigenous researcher.**
- The University has established an Indigenous Employment Strategy Steering Committee, which includes Indigenous representation (including senior staff of CIER and an external Indigenous community member), to support the role of the Indigenous Employment Coordinator in progressing the University’s Indigenous Employment Strategy. **Six out of 11 members are Indigenous.**
- State Indigenous Advisory Committees exist in Queensland and Victoria and are to be (re-)established in New South Wales and the Australian Capital Territory. These committees include membership from Indigenous communities, education networks and other organisations.
- Four Indigenous Higher Education Units, which are now incorporated into CIER and staffed mainly by Indigenous persons, are located on campus in Brisbane (Weemala), Sydney (Yalbalinga), Melbourne and Ballarat (Jim-baa-yer) and Canberra (Dhara Daramoolen). The Academic Coordinators of these Units liaise closely with Heads of Schools, Course Coordinators and Faculty staff about curriculum, research and Indigenous support matters. The Sydney-based Unit has offices at both the Strathfield and North Sydney campuses.
- Indigenous staff members are encouraged to participate on external committees, such as Indigenous consultative bodies, education networks and relevant boards, to gain and enhance their decision-making skills and to represent ACU formally in the communities associated with its six campuses. For example, the Weemala Academic Coordinator has recently been appointed as Chair of the Queensland Catholic Education Commission Indigenous Education Committee and a member of the State Awards Committee. The Jim-baa-yer Academic Coordinator is a member of the Ballarat Local Aboriginal Education Consultative Group and the opening the Doors Educational Foundation. The CIER Director is a member of the Board of Advice for the Queensland Aboriginal and Torres Strait Islander Foundation and the ALTC Awards Committee.
- Indigenous students are involved in educational decision-making through roles in campus-based Student Representative Councils and the University’s Indigenous Advisory Committees.

- Indigenous leaders within ACU provide an Indigenous perspective on the activities and policies of the University; the Higher Education Units provide support for Indigenous students, advice and assistance to perspective Indigenous students, and information concerning ACU courses to communities and schools.

Constraints continue to exist with respect to the demands for Indigenous participation on committees across the University's six campuses. However, in 2010 this has been alleviated by additional appointments within CIER and the appointment in 2009 of Associate Professor Nerida Blair to a senior role within the Faculty of Education.

Role of Indigenous Education Unit (IEU) in decision making process

- The four Indigenous Higher Education Units are regularly consulted by all Faculties in relation to Indigenous students or programming;
- All Units are consulted by individual staff and students for advice on ethical issues concerning Aboriginal and/or Torres Strait Islander study areas;
- The Units have ongoing involvement in functions on campus which require Acknowledgement of Traditional Owners or Welcome to Country by suitably qualified community members.

Further, to enhance the work of CIER and promote Indigenous participation in the work of Australian Catholic University, the University has recently established Associates of CIER. This honorary title may be accorded to staff of the University, Indigenous community members, and other persons external to the University, who are acknowledged by CIER to have the potential to make a substantial and strategic contribution to its learning and teaching, research and scholarship, community engagement and/or service activities (see Attachment 4).

2. Increase the number of Indigenous peoples employed as academic and non-academic staff

Indigenous Employment Strategy

The ACU Indigenous Employment Strategy (2006-2008) (IES) was developed by a working party consisting of Human Resources personnel and heads of the Indigenous Education Units and endorsed by the University's Core Planning Group. The IES has recently been amended to align with the University's new strategic planning framework. The revised IES is currently published on the University's website in draft format, which will be replaced with the final version following its formal approval (see website: <http://www.acu.edu.au/7300>).

The amended strategy has direct links to the University's *Indigenisation Thematic Plan 2009-2011* and the University's *People and Culture Thematic Plan 2009-2011*. A copy of the new IES, which has clearly articulated goals and targets and which, under the University's strategic planning framework, is defined as an operational plan is at Attachment 5.

The first Indigenous Employment Coordinator was engaged in 2006 to implement the IES and undertook targeted initiatives to increase the number of Indigenous staff, support existing staff and conduct cultural awareness workshops for staff across ACU's campuses. This position is fully-funded through ACU's Human Resources Directorate. Following the resignation of that officer, the position remained vacant in 2008 but, in 2009, a new Indigenous Employment Officer, Ms Shani Gallegan, was appointed within the Human Resources Directorate to re-invigorate the IES.

In 2005, the University established an Indigenous Employment Strategy Steering Committee. This Committee includes Indigenous representation, internal and external to the University, and meets four times per year to support the work of the Indigenous Employment Officer in progressing the IES.

Membership of the IES Steering Committee includes:

- Pro-Vice-Chancellor (Academic) (Chair)
- Indigenous community member
- Director, Centre for Indigenous Education and Research
- Academic Coordinator, Yalbalinga Indigenous Higher Education Unit
- Academic Coordinator, Dhara Daramoolen Indigenous Higher Education Unit
- Academic Coordinator, Jim-baa-yer Indigenous Higher Education Unit
- Academic Coordinator, Weemala Indigenous Higher Education Unit

- Director, Human Resources
- Manager, Employment Relations
- Coordinator, Staff Equity and Diversity
- Indigenous Employment Officer (Executive Officer)

Strategies for increasing numbers of Indigenous Australians employed at ACU

ACU is committed to improving employment outcomes for Indigenous Australians. The IES aims to increase the employment of Indigenous staff at all levels of work activity and across all classification levels to be commensurate with the number of Indigenous students.

The IES's objectives also include the provision of support and guidance that will encourage Indigenous employees to seek career development opportunities and reach their potential.

ACU has demonstrated its commitment to improving Indigenous employment outcomes through a number of initiatives including:

- The ongoing role of the Indigenous Employment Officer, which focuses on improving Indigenous employment outcomes and the provision of support and assistance to Indigenous staff members;
- The development of the Indigenous Studentship Scheme that will provide opportunities for early career Indigenous academics to obtain a research higher degree qualification and gain experience as lecturers with high levels of support and mentoring. Studentships will be offered in each of the five faculties commencing in 2011;
- Exploring opportunities for Indigenous traineeships and cadetships at the University. Currently there is one Indigenous trainee at the North Sydney campus in an administrative role. This appointment has provided the opportunity to pilot the process that will be used for future traineeships and cadetships;
- Utilising specific Indigenous media to advertise and promote vacancies and an ongoing ACU web-based recruitment campaign calling for expressions of interest from Indigenous Australians in future vacancies;
- The ongoing role of the Indigenous Employment Strategy Steering Committee which provides valuable input into the IES;
- The provision of Indigenous Cultural Awareness Training by the Indigenous Employment Officer at all campuses;
- Promotion of the University to the wider Indigenous community as an Employer of Choice through involvement in Indigenous Career Fairs and networking with Indigenous community organisations;
- Generous provisions that support Indigenous staff including fifty percent additional study leave for professional staff and up to five days each of ceremonial and cultural leave per annum.

The Indigenous Employment Officer, CIER and Human Resources work collaboratively to identify opportunities for increasing the employment of Indigenous staff at ACU.

Activities planned for 2010 address the following goals, namely to:

- promote and support the introduction of the Indigenous Studentship Scheme (see Attachment 3);
- develop and pilot a Traineeship/Cadetship program for professional staff. Participants would have completed a Certificate IV in Business by the end of the 2-year program;
- continue to develop the database of potential Indigenous academic and professional staff through expressions of interest as a means of advising them of future employment opportunities within ACU. Faculties (and other organisational units) seeking to employ Indigenous staff have access to this database, which contains details of applicants' backgrounds and expertise and is especially useful in the employment of casual/sessional staff;

- following the successful 2009 Prospective Indigenous Academic Orientation Workshop (PIAOW) in Brisbane, deliver 2-day workshops in Sydney and Melbourne for Indigenous people interested in becoming academics to familiarise them with higher education learning and teaching. These workshops are presented by CIER and ACU's Learning and Teaching Centre;
- expand Indigenous email networks to which to forward employment opportunities, including of Indigenous Employment Coordinators at other universities and agencies;
- deliver Lunch Box sessions to brief ACU staff across the campuses on the IES and other future plans and directions;
- continue to deliver Cultural Awareness Training for staff across the University's campuses to encourage greater support for Indigenous colleagues and foster a positive work environment;
- introduce a quarterly newsletter for Indigenous staff for information sharing, providing details on HR policies and answering frequently-asked questions;
- support current Indigenous staff through professional development opportunities to enhance their career prospects, including undertaking the Certificate in Frontline Supervision and the Graduate Certificate in Higher Education;
- engage with Indigenous communities to promote ACU as an employer of choice for Indigenous people, including ACU students;
- support CIER and the Faculties to promote employment opportunities and recruit and develop Indigenous staff;
- contribute to and highlight diversity events at ACU (including Harmony Day, Reconciliation Week, NAIDOC Week, Indigenous Peoples' Week and White Ribbon Day) with a view to involving local Indigenous community members in the ACU community.

Activities held in 2009 include:

- endorsement by the Faculties for the introduction of the Indigenous Studentship Scheme (see Attachment 3).
- development of the database of potential Indigenous academic and professional staff through expressions of interest;
- development of Indigenous email networks to which to forward employment opportunities, including of Indigenous Employment Coordinators at other universities and agencies;
- engagement with Indigenous communities to promote ACU as an employer of choice for Indigenous people, including ACU students;
- diversity events at ACU (including Harmony Day, Reconciliation Week, NAIDOC Week, Indigenous Peoples' Week and White Ribbon Day) with a view to involving local Indigenous community members in the ACU community.

The number of Indigenous-specific positions, detailed by occupation and level

There are currently no Indigenous-specific positions at ACU, however University recruitment and employment policies and procedures are aimed at ensuring equitable employment for Indigenous persons within a policy framework of equity for all. Indigenous people have been encouraged to apply for vacant positions and casual lecturing through processes that specifically target Indigenous people, such as dissemination of employment opportunities through Indigenous mailing networks, consultation with Indigenous staff on potential applicants, liaison with Indigenous Employment Coordinators from other universities, and advertisements in publications with high Indigenous circulation such as *The Koori Mail* and *National Indigenous Times*.

Further, in 2009, an Associate Professor in Indigenous Studies Education was appointed within the Faculty of Education. This Indigenous staff member undertakes lecturing and program delivery in Indigenous Studies, in both mainstream and mixed mode (away-from-base) course offerings in the School of Education (NSW), and has a Faculty-wide role in leadership of and curriculum development in Indigenous Studies, and engages actively in related scholarship through research and publication.

In 2010, CIER entered into strategic partnerships with the Centre for Authentic Leadership and the RoleM Indigenous Numeracy Project for the shared appointments of Dr Jack Frawley and Ms Thelma Parker at Academic Level C. These appointments enhance CIER's research capabilities as well as its relationship with the Faculty of Education.

From 2011 the introduction of the studentships (see Attachment 3) will establish five Indigenous-specific positions in the University.

The current number of Indigenous staff at ACU and their spread across the University (including numbers in academic and non-academic roles, and by level)

Currently, there are 18 staff members who identify as Indigenous at ACU. It is anticipated that initiatives such as the Indigenous Studentship Scheme and current recruitment for new positions in CIER will increase this number by a minimum of six new level A/B academic appointments by early 2011.

The University has set a short-term target of increasing Indigenous staff over the next 2 years to 2 percent of total ACU staff. The total number of staff members identifying as Indigenous currently is as detailed in the table below and represents 1.5 percent.

Indigenous Academic Staff			Indigenous Professional Staff		
	2009	2010		2009	2010
Level E	0	0	HEW 8	1	1
Level D	1	2	HEW 7	2	2
Level C	3	3	HEW 6	2	2
Level B	3	1	HEW 5	4	4
Level A			HEW 4	1	0
			HEW 3	0	3
Total	7	6		10	12

The role played by ACU's IEU in improving Indigenous employment at ACU

The Centre for Indigenous Education and Research (CIER) and its Indigenous Higher Education Units play important roles in increasing and retaining the number of Indigenous staff at ACU. To achieve this goal, the Indigenous Employment Officer works collaboratively with staff from CIER and the four Indigenous Higher Education Units and this partnership is evidenced in a number of ways:

- membership of relevant committees (IES Steering Committee; Indigenous Education Committee, Indigenous Research Committee) where these matters receive ongoing attention at the national level;
- provision of advice for the development of Position Descriptions and Duty Statements for positions likely to attract Indigenous applicants;
- membership of selection panels;
- the Indigenous Employment Officer consulting individually with the Academic Coordinator of the relevant Indigenous Higher Education Unit to progress IES activities on the campus;
- the Indigenous Employment Officer attending career expositions with staff from the Indigenous Higher Education Units to promote ACU as an employer;
- involvement of CIER staff in the development of the new IES.

3. Ensure equitable access for Indigenous students in higher education

Commencing Indigenous student numbers for 2009 (access rate) as compared to 2007 and 2008 with an all-student comparison

The table below presents details of Indigenous and all student enrolments for the period 2007-2009. The number of Indigenous students has remained almost constant during this period while the University overall has grown by over 16 percent.

ACU Indigenous Student Headcount	Year		
	2007	2008	2009
Commencing	153	168	154
Continuing	196	192	189
ACU Indigenous Grand Total	349	360	343

ACU All Student Headcount	Year		
	2007	2008	2009
Commencing	7,502	7,725	8,378
Continuing	8,311	9,309	10,024
ACU All Student Grand Total	15,813	17,034	18,402

The following table provides greater detail by presenting a picture of ACU Indigenous student enrolments by campuses from 2004 to 2009.

Student Headcount		Year					
State	Campus	2004	2005	2006	2007	2008	2009
ACT	Signadou	3	3	7	7	8	8
NSW	MacKillop			1	2	4	2
	Mount St Mary	159	158	170	168	172	183
QLD	McAuley at Banyo	100	85	106	142	129	121
VIC	Aquinas	2	2	2	1	6	4
	St Patrick's	18	28	24	21	29	16
Virtual	Virtual	n/a	n/a	0	8	12	9
Grand Total		282	276	310	349	360	343

Programs run to improve access of Indigenous students

The relevant programs include:

- provision of Indigenous-specific away-from-base Associate Degrees and Bachelor degrees encompassing Education, Business and, from 2010, Midwifery with direct entry procedures, including interviews conducted by CIER and other academic staff to assess individual readiness for the preferred course;

- alternative Entry Admission Schemes (through QTAC, UAC and VTAC) for campus enrolments in conjunction with an interview process involving CIER and other academic staff. This enables ACU to assess students individually and to determine their learning and support needs prior to enrolment;
- the Individualised Student Support Program, which allows a student to undertake a modified study program in the first two years of enrolment;
- recognition of prior learning as credit towards a proposed study program;
- increased participation in Careers and Tertiary Expos at which ACU delivers information, through the Former Origin Greats (FOGs) organisation across six sites throughout Queensland;
- increased flexibility in offering of units for students enrolled in the away-from-base programs;
- delivery of away-from-base programs in communities, e.g. Palm Island, to increase the number of students who have ready access to university courses;
- creating a partnership with Charles Darwin University to increase the number of students choosing to study Education, Nursing and Midwifery in the away-from-base mode;
- expansion of courses offered in the away-from-base mode across other disciplines within the University, e.g. from 2010 Midwifery with Indigenous Health also under development;
- increased participation in careers and tertiary expos which directly target Indigenous communities across a larger geographical area;
- provision of information kits to current students to disseminate amongst their Indigenous contacts;
- increased liaison with individual schools such as Nudgee College, Mt St Michael's College – for the latter ACU and the College were awarded the 2010 Queensland Premier's Reconciliation Award, St Hilda's College, St Laurence's College, Lourdes Hill College, other schools and many community organisations to increase access to ACU.

Details on outreach activities and their success in including and attracting Indigenous students

ACU is involved in a diverse range of outreach activities as illustrated by the following:

- Staff attending career markets to ensure Indigenous high school students are aware of schemes which facilitate their entry into the University's courses (e.g. NAIDOC, Toowoomba Indigenous Careers Expo, FOGs, Connecting Kooris to Career Youth Jobs Expo);
- In Canberra, exploring working collaboratively with neighbouring institutions, such as the Australian National University, University of Canberra and Canberra Institute of Technology, on joint recruitment drives, and fostering Indigenous students' retention in tertiary education;
- Participation in the FOG's Career and Education Expos across Queensland to increase rural and remote students accessing ACU for study opportunities;
- CIER staff accepting and attending open days at school, community organisations and departmental open days;
- Weemala's partnership with Mount St Michael's College, which was the winner of 2010 Queensland Premier's Reconciliation Award for Business and also received a commendation in the Partnerships category;
- Awarding of a '5 Star' rating to ACU for Indigenous participation by *The Good Universities Guide*;
- In Victoria, Aboriginal and Torres Strait Islander students' transitions day (in conjunction with Local Aboriginal Education Consultative Groups);

- The Indigenous Individualised Support Program (ISP);
- Attendance by Jim-baa-yer staff at Jharmbi Day which is an Indigenous student day held in Geelong and surrounding regions in conjunction with the Catholic Education Office Melbourne, to bring together students from local Catholic primary and secondary schools for mentoring with a literacy and numeracy focus;
- Indigenous students from Jim-baa-yer participating in the Koorie mentors' program for primary and secondary students enrolled in Melbourne Catholic schools;
- Koorie Study Nights conducted on the Melbourne campus for ACU students and senior high school students;
- Strong Voices, Strong Culture Day for Indigenous high school students held at the Melbourne campus;
- CIER staff attending meetings of Indigenous education networks to speak to Indigenous education workers about study options;
- Placement of ACU job and course advertisements as well as CIER success stories in the Indigenous media to inform potential Indigenous applicants of University course information, Indigenous entry and support programs, and current employment opportunities;
- Dissemination of brochures about access to courses at the University to Indigenous persons in each State and Territory;
- Participation in higher education networks such as National Indigenous Higher Education Network (NIHEN), the Queensland Indigenous Higher Education Network (QIHEN) and the NSW Aboriginal Education Consultative Group (AECG) by CIER staff. These forums provide valuable interaction with Indigenous staff from other universities;
- A working partnership between Weemala and Nudgee College, Banyo with the intention of increasing the number of male students enrolling at ACU as their university of choice.

Details of Indigenous-specific and other scholarships offered through ACU

The following scholarships are available specifically to Indigenous students at ACU:

ACU Undergraduate

- Australian Federation of University Women Queensland Scholarship
- Mackillop Foundation Scholarships
- St Vincent de Paul Society Scholarships
- St Vincent's and Mercy Private Scholarship (Victoria)
- Gill Family Scholarship (Victoria)

Negotiations are underway to open the Nano Nagle Scholarship to undergraduate students in all disciplines from semester 2, 2010.

ACU Postgraduate

- Wexford Senate Bursary offered through the Queensland Chapter of the County Wexford Senate, as part of the Queensland Irish Association
- Pratt Foundation Scholarship offered through the Pratt Family Foundation
- Nano Nagle Scholarship offered through the Presentation Sisters Congregation (Queensland)
- Indigenous Research Scholarship provided annually by ACU – there are currently three scholarship holders (\$20,000 per year).

Other scholarships offered externally available to ACU

- Commonwealth Scholarships
- Captain Reginald Saunders Scholarships (Indigenous-specific)
- Puggy Hunter Memorial Scholarships (Indigenous-specific)
- Sally Gould Book Bursary for Nursing students (Indigenous-specific)
- Lambert McBride Memorial Scholarship (Indigenous-specific)
- Pearl Duncan Teaching Scholarships (Indigenous-specific; Queensland)
- DEEWR Indigenous Staff Scholarships (Weemala staff member was a recipient in 2007)
- AIATSIS Outcome Evaluation of a Rural/Remote Indigenous Cardiac Outreach Program Research Grant
- Australian Postgraduate Awards
- Discovery Indigenous Researchers Development Scheme
- Indigenous Scholarships – Commonwealth Government initiative
- NSW Aboriginal Land Council Freddy Fricke Scholarship
- Victorian Government INTRAIN Scholarships
- NSW Department of Education and Training Teacher Education Scholarships

Indigenous students are also able to apply for other ACU scholarships and bursaries open to all students.

Promotion of scholarships to Indigenous students and take-up rates, including reasons for low take-up

Indigenous students are actively encouraged to take up scholarships through the following strategies:

- information on scholarships available is disseminated regularly;
- students are reminded of closing dates and assisted with applications;
- students are specifically encouraged/targeted to apply for scholarships;
- student success in gaining scholarships is celebrated in award ceremonies;
- establishment of an Indigenous student database facilitating email access to disseminate timely information to them re scholarship, bursary or other financial assistance programs.

Indigenous students are advised of scholarships by the Scholarship Office. Provision is made for the Department of Education and Training, NSW to visit the Strathfield campus during residentials to publicise its scholarships to students. Posters advising of various scholarships are prominently displayed and also emailed to students.

The role played by IEU in improving Indigenous access to ACU

On occasions, some scholarships have not been awarded due to reluctance on the part of students to apply. Factors include the belief that they should go to someone needier, time constraints, reluctance to divulge personal information, fear of failure and students not wishing to identify that they require assistance; because of the stigma of “shame”. To address these issues, CIER has introduced a range of measures to increase the number of applications for the scholarships offered and the success rate of applications – for example, establishment of an Indigenous student database, celebration of students scholarships, holding formal award presentations within the residential program, assisting students with completion of applications and targeting students to encourage them to apply. Further, staff from the Indigenous Education Units are involved in contacting and interviewing Indigenous applicants for ACU scholarships and courses.

Postgraduate scholarships continue to attract only a small pool of applicants due to the low numbers of Indigenous postgraduate students at ACU currently.

ACU has introduced and implemented greater flexibility for students in accessing courses by providing the course 'in country' at sites such as Palm Island. Access to courses not normally available in flexible learning mode has also been created – for example Bachelor of Midwifery students enrolled in the Northern Territory have selected ACU as their preferred university.

4. Achieve the participation of Indigenous students, at rates commensurate with those of other Australians

The total number of Indigenous student enrolments for 2009, compared to 2007 and 2008 with an all-student comparison

Indigenous and all student numbers for the period 2007-2009 are presented in the table below. The number of Indigenous students has remained almost constant while the University overall has grown by over 16 percent during this period. This change is reflected in the participation differential.

Year	Indigenous	All ACU students	Indigenous Students (%)
2007	349	15,813	2.21%
2008	360	17,034	2.11%
2009	343	18,402	1.86%

Measures have been put in place to grow Indigenous enrolments – for example, an away-from-base Bachelor of Midwifery program has been introduced at the Brisbane campus in 2010 and an Associate Degree in Public Health is under development. A mid-year intake into the existing away-from-base degrees is also planned for this year.

Details of ACU's strategies to address Indigenous participation including the IEU involvement

- Specifically-designed courses in Indigenous Education, Business Administration and Midwifery are available only to Indigenous student cohorts. These programs enable Indigenous students to have appropriate academic, cultural and peer support, with Faculty and CIER staff working in close collaboration to assist students in their studies. These courses are:
 - Associate Degree in Indigenous Education (Brisbane and Sydney);
 - Associate Degree in Early Childhood Education (Brisbane and Sydney);
 - Bachelor of Education (Primary) (Indigenous Studies) (Brisbane and Sydney);
 - Bachelor of Education (Early Childhood) (Brisbane and Sydney);
 - Bachelor of Teaching/Bachelor of Arts (Indigenous Studies) (Sydney);
 - Associate Degree in Business Administration (Aboriginal and Torres Strait Islander Studies) (Brisbane).

In 2010 the away-from-base Bachelor of Midwifery program was introduced at the Brisbane campus and has attracted students from the Northern Territory.

- The specific programs offered to Indigenous students incorporate units relating to Indigenous culture and spirituality. Wider Indigenous perspectives are incorporated throughout these programs.
- CIER staff provide a supportive and culturally sensitive environment on campus, with involvement of academic and professional staff in a range of activities, to ensure that Indigenous students are familiarised with the culture of the institution.
- The University has policies on *Cultural Diversity* and *Inclusive Curriculum* which influence the attitudes, procedures and academic program content in positive ways for Indigenous students and staff.
- Indigenous awareness programs are made available regularly to professional and academic staff across the campuses as part of the overall strategy of sensitising staff to cultural issues and ensuring that Indigenous perspectives are incorporated where appropriate.
- The University has allocated targeted Commonwealth-supported places to enable Indigenous students to undertake postgraduate courses and a postgraduate research scholarship is awarded annually.

- It is standard practice that an Indigenous staff member is invited to join campus planning committees.
- Access to the University has been increased for Indigenous people by delivering the course material in communities.

Future plans include the development of a course focused on Indigenous health that would articulate with a number of health-related Bachelor degrees.

CIER and the four Indigenous Higher Education Units play a critical role in attracting Indigenous students to ACU, preparing them for higher education, and supporting them academically, culturally and pastorally during their studies.

Constraints in presenting away-from-base programs include the greater support that is needed for students who are studying in mixed mode, particularly those from remote communities; difficulties in finding them ITAS tutors, and small numbers in courses which impact on course viability.

Jim-baa-yer notes that, in Victoria, student numbers were down in 2009 due to the financial constraints of the Global Financial Crisis and lack of affordable housing.

5. Enable Indigenous students to attain the same graduation rates from award courses in higher education as for other Australians

The total number of ACU Indigenous completions at Bachelor level and above in 2009, compared to 2007 and 2008

These details are presented in the tables below.

ACU Indigenous Student Course Completions	Collection Year		
Level of Course	2007	2008	2009
Higher Degree Research	1		
Higher Degree Coursework		3	1
Other Postgraduate	4	6	14
Undergraduate (Bachelor level)	23	27	24
Indigenous Bachelor Level and Above Total	28	36	39
Other Undergraduate (i.e. Below Bachelor level)	35	23	17
ACU Indigenous Completions Grand Total	63	59	56

ACU Indigenous Student Course Completions	Collection Year		
Level of Course	2007	2008	2009
Higher Degree Research	47	35	32
Higher Degree Coursework	553	524	568
Other Postgraduate	952	912	999
Undergraduate	2293	2403	2257
All Students Bachelor Level and Above Total	3,845	3,874	3,856
Other Undergraduate	36	62	69
ACU All Student Completions Grand Total	3,881	3,936	3,925

Support mechanisms in place for Indigenous students, including the role of the IEU and Indigenous community involvement

- Indigenous students receive appropriate academic, cultural and personal support from CIER (and the four Indigenous Higher Education Units therein). Students requiring further counselling are referred to the University's Counselling Service or Indigenous services such Gallang Place (Indigenous Counselling Service in Queensland).

- Academic skills and library staff work closely with CIER staff and lecturers in the Education, Business and Midwifery away-from-base programs to ensure that study skills and library sessions are incorporated in residential programs.
- CIER administers the Indigenous Tutorial Assistance Support (ITAS) program. In 2009, 72 students accessed ITAS to assist them to complete their studies. There are continuing difficulties in regard to finding ITAS tutors for students in rural and remote areas. Significantly, students enrolled in the Associate Degree in Business Administration have been supplied with headphones by the School of Business to enable them to utilise SKYPE technology to work with metropolitan-based tutors.
- Another valuable initiative has been the use of Blackboard to link students with lecturers, each other and CIER staff, particularly the Residential Officers. This initiative was developed as part of a Teaching Development Grant awarded to Dr Anne Drabble (Coordinator, Indigenous Education Programs for the School of Education in Queensland) and Associate Professor Nereda White (Director, CIER). Originally intended to provide support for education students on field experience by giving them access to teaching resources, curriculum documents and Blackboard discussion groups, this facility was extended to Weemala students through the establishment of a Weemala page and regular monitoring of students needs by both Dr Drabble and the Weemala Residential Officer. Blackboard workshops have been held to familiarise students with the use of the technology.
- Support mechanisms are in place to provide administrative assistance to graduating students to allow them to attend and participate in their graduation ceremony.
- Financial support is provided to students to enable them to attend and participate in their graduation ceremony through the support of an external partner as well as government agencies.
- Provision of a culturally sensitive and safe environment, in which to study and relax, is of critical importance.
- Ready advice and assistance are provided on matters concerning students' studies.
- The Smith Family/ACU technology project provided subsidised laptops and internet access to ACU Indigenous students in Queensland in 2009. This is particularly useful in allowing rural and remote students to maintain contact with the University as well as developing their technology skills.
- At the Melbourne Campus, the following initiatives have been implemented;
 - Koorie Study Nights for existing students and senior high school students.
 - Strong Sistahs (women's program)
 - Deadly Brothers (men's program)
 - Elders in residence
 - Koorie Study Skills Days.

6. Provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures

- Undergraduate teacher education courses in the University have a compulsory unit focusing on Indigenous cultural issues and perspectives. Elective units on Indigenous issues are available in most undergraduate courses.
- The Bachelor of Nursing was reviewed during 2008/2009 as part of the University's five-yearly course review cycle. As a result of this review, some consequential changes were made to the Bachelor of Midwifery to ensure that the unit content on Indigenous health was included in the course going forward.
- Under the *Inclusive Curriculum Policy* all courses are being reviewed progressively to ensure that Indigenous perspectives and culture are incorporated into learning experiences for Indigenous and non-Indigenous students.
- Indigenous staff is employed in teaching, course development and course review.

- Indigenous staff provide assistance to all students in addressing assessment on Indigenous issues.
- Indigenous staff have membership of Faculty boards and Academic Board to provide curriculum advice on Indigenous content in courses.
- Cultural activities on campus include participation in Sorry Day, Close the Gap campaign, reconciliation activities and ACU Indigenous Week.
- All ACU public events, including graduation ceremonies and orientation, have a Welcome to Country or traditional acknowledgment by a local Elder.
- The ACU library continues to expand its collection of Indigenous publications in all discipline areas.
- The establishment of the CIER website will enable students to access links to Indigenous resources.

The cultural competency of ACU staff and students

The Human Resources Directorate offers a personal development training program to staff in the form of Indigenous Cultural Awareness Training which is facilitated by the Indigenous Employment Officer. The workshop includes interactive sessions that provide participants with insights into traditional Indigenous culture and emphasises the impact of past government policies and practices on contemporary Indigenous issues. Four workshops with a total of 63 participants were conducted in the first half of 2010. There will be further workshops in the second half of the year and they represent an ongoing component of the Indigenous Employment Strategy.

The amended Indigenous Employment Strategy includes the introduction of a cultural competency requirement for supervisors that will be met by participation in Indigenous Cultural Awareness or Cross-Cultural Communication Training.

Cultural competency is also addressed through activities such as:

- the Indigenous Employment Coordinator and CIER staff conducting cultural awareness training for ACU staff;
- the Indigenous Employment Coordinator and CIER staff participating in induction programs for new staff;
- the annual ACU Indigenous Week where Indigenous cultures are celebrated across the campuses of the University;
- campus activities highlighting Indigenous issues, including Reconciliation Week, National Sorry Day and the anniversary of the Apology;
- Social Justice Forums for high school students held in 2009 at the Brisbane and North Sydney campus with key note speaker Tania Major, Young Australian of the Year 2007;
- The ACU policy of flying Indigenous flags on campus and having an Acknowledgement of Country and an Indigenous welcome at official functions, including Graduation ceremonies, Orientation programs for new students, major meetings and public events;
- Indigenous and non-Indigenous CIER staff from the Brisbane Campus attending a workshop in November 2009 at Kurbingui Youth Development entitled 'Engagement Blackfella'. The workshop presented aspects of Indigenous culture and history, and provided a discussion forum around the best strategies to use when seeking to engage the Indigenous community through business.
- Indigenous awareness programs made available regularly to professional and academic staff across the campuses as part of the overall strategy of sensitising staff to cultural issues and ensuring that Indigenous perspectives are incorporated where appropriate. CIER currently has ongoing invitations from all faculty boards to provide cross cultural awareness and appreciation sessions to staff at faculty retreats;
- Further, workshops and training days on Aboriginal cross-cultural awareness are held twice-yearly at Jim-baa-yer along with an Aboriginal Cultural Immersion Program held every three years.

Involvement with Indigenous community members in working toward this goal

Such involvement is highly valued by the University. Indigenous communities continue to have input into University programs and activities through membership on decision-making bodies, employment as guest or sessional lecturers, and participation in ACU on-campus activities – for example:

- In October 2009, the official launch of the Centre for Indigenous Education and Research was celebrated with a reception at the Brisbane campus. The traditional welcome was done by Aunty Valdo Coolwell, the Doongalla Dancers provided entertainment and speakers included the Vice-Chancellor, Pro-Vice-Chancellor (Academic) and Dr Mark Rose, Professor of Indigenous Knowledge Systems at Deakin University.
- Also in October 2009, the twentieth anniversary dinner of Weemala Indigenous Higher Education Unit was celebrated in Brisbane and was attended by Elders, community representatives and students past and present along with CIER and other ACU staff.
- At Jim-baa-yer, morning teas and community meetings are held to welcome new staff and staff teaching Indigenous perspectives.
- Indigenous Elders and respected community persons are involved in CIER functions and activities with the aim of strengthening working relationships through community engagement.
- ACU held the NATSICC Youth Leadership Gathering from 13-16 May 2010. The gathering was led by NATSICC Chairperson Thelma Parker (an ACU staff member), NATSICC National Administrator Craig Arthur and NATSICC Youth Councilor Cameron Harris. Guest speakers included Sean Choolburra, Queensland Health, Catholic Earthcare and Brisbane Justice and Peace Commission. The program aimed to provide an insight of where young Indigenous peoples need to focus leadership. Approximately 40 youth from across Australia participated in the gathering sharing, listening and discussing issues that affect the Catholic Youth today.

The role of IEU in enhancing the status of Indigenous knowledge and overseeing cultural competency at ACU

CIER staff plays an important role, through teaching and learning, research and scholarship, and professional development in raising the profile of Indigenous knowledges. For example, in June 2010, the Centre for Indigenous Education and Research, in conjunction with the ACU School of Theology will be hosting a 3-day Indigenous theology symposium entitled *Dreaming a New Earth: Indigenous Spiritualities and the Vision of Raimon Panikkar*. The aim of the symposium is to encourage intercultural and inter-religious dialogue with a particular focus on Indigenous traditions within Australia and across the Asia-Pacific region.

ACU's Indigenous Higher Units enhance knowledge by welcoming all students, Indigenous and non-Indigenous, to the centre to discuss Indigenous issues, particularly when they are working on an assignment relating to Indigenous topic. CIER staff also give guest lectures and advise staff delivering units relating to Indigenous topics.

An "Appropriateness of Language" document has been developed to assist staff and students with culturally appropriate terminology for Aboriginal and Torres Strait islander studies, research and interaction.

Indigenous staff continue to participate in research and community projects that have significant impact on Indigenous education and leadership. The following research projects were completed in 2009:

- *Setting them up for strong futures: Education as a key to social and human capacity building for Indigenous people* – a research report for the Department of Education, Queensland through the EIDOS Institute with authors Associate Professor Nereda White and Dr Fiona Woods (UNE);
- *Bridging the Numeracy Gap for Students in Low SES and Indigenous Communities* with team leader Dr Ann Gervasoni (ACU) and Naomi Wolfe (CIER) as a member of the project team.

Further details of research activities are provided as Attachment 6.

Indigenous staff continue to contribute to publications and conference presentations which add to the body of knowledge about Indigenous higher education, particularly institutional leadership. Publications released in 2009 and from CIER's work undertaken in 2009 and due for release in 2010 include:

Articles

- a special edition of the *Ngoonjook* journal on the Institutional Leadership Project with Associate Professor Nereda White (as co-editor) and contributions by Ken Ralph (Academic Coordinator, Yalbalinga), Associate Professor White and Naomi Wolfe (Academic Coordinator, Jim-baa-yer);
- in March 2009, a collection of papers from the 2006 ACU Indigenous Education Symposium, entitled *Indigenous Issues in Australian Universities*, was published by Charles Darwin Press (CDU), 1-127. This volume is co-edited by Associate Professor Nereda White, Dr Maggie Nolan (Faculty of Arts and Sciences) and Dr Jack Frawley (Centre for Creative and Authentic Leadership); contributing authors include Associate Professor Nereda White and Naomi Wolfe (CIER) and a number of Indigenous scholars from other universities;
- Fasoli, L., Ober, R., Fraser, J., Frawley, J., White, N., d'Arbon, T., et al. (2009). "Exploring an Institutional Leadership Paradigm for Indigenous Staff and Students". *Journal of Australian Indigenous Issues, Special Issue: 2008 World Indigenous Peoples' Conference on Education Refereed Conference Proceedings*, 12(4), 269-277;
- White, N. (2009). "University-educated Indigenous women: their struggles and triumphs in their leadership journeys". In M. Nolan, J. Frawley, & N. White (Eds), *Indigenous Issues in Universities*. Darwin: CDU Press, 95-105;
- Nolan, M., Frawley, J., & White, N. (2009). "Canvassing the issues: Indigenous Australians in higher education". In M. Nolan, J. Frawley, & N. White (Eds), *Indigenous Issues in Universities*. Darwin: CDU Press, 1-6;
- White, N., Ober, R., Frawley, J., & Bat, M. (2009). "Intercultural leadership: strengthening leadership capabilities for Indigenous education". In N. Cranston, & L. Ehrich (Eds), *Australian educational leadership today*. Bowen Hills, Qld; Australian Academic Press, 85-103;
- White, N. (2010). "Indigenous women's leadership: stayin' strong against the post-colonial tide". *International Journal of Educational Leadership*, 13 (1), 7-25;
- Frawley, J., & Wolfe, N. (2009). "Walking the Talk: A Commitment to Aboriginal and Torres Strait Islander Research". In M. Nolan, J. Frawley, & N. White (Eds), *Indigenous Issues in Australian Universities*. Darwin: Charles Darwin University Press, 85-94;
- White, N. (2006). "Indigenous women's careers: voices that challenge educational leadership". *Journal Educational Leadership, Policy and Practice*, 21 (2), 32-42;
- Caffery, J. (2010). "Central Australian Endangered Languages: So what?". *Dialogue*, 29 (1), 78-87.

Edited Book

Nolan, M., Frawley, J., & White, N. (2009). *Indigenous Issues in Universities*. Darwin: CDU Press.

Conference Presentations

In 2009 significant presentations by Indigenous staff, including invited addresses, occurred at a number of conferences, including:

- ALTC Leadership Program meeting, 18-19 February, Hobart, presentation on the Tiddas Leadership Project – Associate Professor Nereda White was an invited speaker;
- National Centre for Student Equity in Higher Education Roundtable: Challenging Higher Education. Presentation on Indigenous students and equity in higher education: the ACU experience, 26 February, Adelaide – Associate Professor Nereda White was an invited speaker;

- Parliament of the World Religions, presentation on the Centrality of Spirituality in Australian Indigenous Education – Associate Professor Nereda White with Aunty Joan Hendriks (Indigenous Elder);
- ACU Faculty of Education Conference, presentation on Indigenous Higher Education, 18 November, Melbourne – Associate Professor Nereda White was an invited speaker and panel member;
- Indigenous Leadership in Education Stronger Smarter Summit, 28-29 September, Brisbane – Associate Professor Nereda White was a participant;
- Council of Australian Catholic Women’s Conference, presentation on Indigenous women’s leadership. 26-27 August. Canberra – Associate Professor Nereda White was an invited speaker;
- Panel presentation: Teaching Indigenous studies to a compulsory audience, Learning, Teaching and Social Justice in Higher Education, Australian Catholic University, 18 November, Melbourne – Naomi Wolfe was a presenter;
- Aboriginal Cross Cultural Immersion Weekend for ACU Staff and Students, 23-25 October, Yarra Junction – Naomi Wolfe was the program facilitator and workshop presenter;
- CEO Koorie Education Workers Planning Conference, 14 July, East Melbourne – Naomi Wolfe attended;
- Jharmbi Indigenous Students Day, Aboriginal Maths Workshop, 16 June, Geelong – Naomi Wolfe attended and presented.

Invited Lectures

- Caffery, J. (2010). “Australian languages from an Indigenous perspective”. Language and Society, School of Language Studies, Australian National University, Canberra;
- Caffery, J. (2010). “Australian Indigenous Languages: Past Present and Future”, School of Social Work, Australian Catholic University, Canberra.

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

Indigenous Higher Education Expenditure 2009

	INCOME for Indigenous higher education purposes	
1	ISP 2009 grant only	\$1,298,000
2	Unspent 2008 ISP funds, carried over to 2009 – as reported in your providers 2009 audited annual financial statements	\$ 0
3	TOTAL ISP income for 2009	\$ 1,298,000
4	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds)** <ul style="list-style-type: none"> - Other Commonwealth grants <ul style="list-style-type: none"> o (ITAS \$134,427 and AFB \$1,257,250) - University funding <ul style="list-style-type: none"> o Administrative support inc. Human Resources \$102,760 and Pro-Vice-Chancellor (Academic) \$20,000 - Privately sourced funding 	\$1,391,677 \$ 234,760 \$ 44,673
5	Total Indigenous higher education income for 2009	\$ 2,969,110
6	EXPENDITURE of Indigenous Support Program (ISP) 2009 grant only (from Item 3)	
6a	Operating costs, including salaries, for Indigenous support services	\$1,361,285
6b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – Used for new computers, AV equipment and furniture for Support Centres	\$ 8,955
6c	Higher education provider overheads.	\$ 158,128
6d	Other Indigenous Support Program expenditure (please list major items publications and program costs).	\$
6e	Total Indigenous higher education expenditure for 2009	\$ 1,528,368
7	EXPENDITURE of Other Funds in 2009	
7a	Expenditure of Other funds provided to Indigenous higher education Item 4 (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds).** <ul style="list-style-type: none"> - Other Commonwealth grants - Privately sourced funds 	\$1,184,523 \$ 4,316
7b	Total Indigenous higher education income for 2009	\$ 1,188,839

** Other Commonwealth grants, including Operating Grant allocation

SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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SECTION 5 PUBLICATION OF THE STATEMENT

The 2010 statement will be available on the University's website at: <http://www.acu.edu.au/IES>



Australian Catholic University

Indigenisation Thematic Plan 2009 to 2011

1. Preamble

Australian Catholic University (ACU) maintains a deep and enduring commitment to high quality Indigenous education and research. In its Mission Statement the University confirms that it is “*guided by a fundamental concern for justice and equity, and for the dignity of all human beings*”. Significantly, the University Senate in 1998 adopted a *Statement of Commitment to Reconciliation*, which provides the basis for the University’s activities in the area of Indigenous education and research as expressed in the Statement’s goals, namely:

- *Each campus will endeavour to involve the Indigenous people of the region in the life of the University;*
- *Each year the University through its campuses will recognise Indigenous culture with activities involving the University community;*
- *The University through its policies and practices will encourage greater participation of Indigenous people in tertiary education;*
- *Indigenous perspectives will be integral to the curriculum of the University; and*
- *The University will join with other universities and institutions of higher education to achieve reconciliation with Indigenous peoples.*

ACU has a primary responsibility “*to provide higher education for its entire diversified and dispersed student body*”. To this end, the University’s *Strategic Plan 2009-2011* specifically identifies ‘Indigenous Education’ as a priority.

The University’s goals and strategies for Indigenous education and research within the context of the *Strategic Plan 2009-2011* are embedded in the *Indigenisation Thematic Plan 2009-2011*. The Plan is organised in terms of the following six goals:

1. Indigenous Student Population,
2. Student Experience,
3. Learning and Teaching,
4. Research Outcomes,
5. Community Engagement,
6. Staffing.

The University recognises that, although the Faculties contribute in a major way to Indigenous education and research activities, strategic direction and achievement of Indigenous-related objectives should be driven by a dedicated Indigenous Education unit. To this end, the Centre for Indigenous Education and Research (CIER) was established in 2009 within the portfolio of the Pro-Vice-Chancellor (Academic). The aim of the Centre and the retitled Indigenous Higher Education Units within it is to provide excellence in teaching and learning, student support, research and community engagement related to Indigenous higher education. CIER will play a key role in implementing the *Indigenisation Thematic Plan* in consultation and collaboration with the Faculties and other relevant areas of the University.

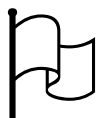
ACU has a good record of access, participation and success for Indigenous students at an undergraduate level and has performed better than many other universities. It has also built a reputation for providing excellent support for Indigenous students. In view of this reputation, there is now scope to engage with other universities and Indigenous agencies in research and other collaborative projects and a number of other universities have indicated their interest in engaging with ACU in this way.

Access and participation in the postgraduate area, however, has not been achieved to an equal level, especially with regard to research higher degrees. Academic excellence is dependent on having a sound support base and this is even more critical for Indigenous research students who, depending on their context, may be at a disadvantage because of isolation. Here, isolation is not simply a matter of geography, but includes academic and cultural isolation, which could be factors in impeding academic excellence. To counteract this, students need to see themselves as active and valued contributors in the development of their discipline's knowledge. A framework to support a culture of Indigenous research and Indigenous participation in research was first established for the period 2003-2005 (and subsequently reviewed in June 2006) to provide a mechanism for continuous development and improvement through processes of planning, implementation, review and improvement on an ongoing basis and assists in giving direction, support and commitment to staff employed for this purpose. The *Indigenisation Thematic Plan for 2009-2011* builds upon the framework in moving forward over the next triennium.

Partnerships which facilitate Australian Catholic University's engagement with marginalised groups in Australia and internationally are integral to its commitment to social justice and equity. In particular, the University values its relationships with Indigenous communities and agencies and acknowledges their importance in addressing equity issues. In relation to research the University considers that it has a critical role in engaging collaboratively with communities in research activities relevant to their needs, so that unique learning can occur, which in turn will inform the University's teaching and learning, and scholarship and research, thereby achieving research outcomes of mutual benefit.

The *Indigenisation Thematic Plan 2009-2011* should be read in conjunction with the University's *Principles of Inclusive Curriculum* and *Cultural Diversity Policy*.

2. Goals and Strategies



Indigenisation Goal No. 1

Goal No. 1: The University will increase the participation rate of Indigenous students.



Strategies

1.1 Implement marketing and promotion activities focussed specifically on Indigenous students

Culturally appropriate marketing and promotional techniques and activities will be developed to enable Indigenous students to make informed enrolment and study decisions.

1.2 Develop scholarships to attract and retain Indigenous students' participation in higher education

The University will explore opportunities to develop further the range and type of scholarships available for Indigenous students.

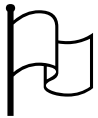
1.3 Develop courses to meet the needs of Indigenous students

The University will explore the development and offering of new courses for Indigenous students, particularly in the area of Health.

1.4 Enhance academic and administrative mechanisms to support Indigenous students during their studies

It is important to continue to provide, as well as to enhance, administrative and academic support for Indigenous students on each campus. This includes the provision of a culturally secure environment where the academic, social, cultural and spiritual needs of these students are met, as well as the introduction of strategies to maximise student success in their area of study.

The University will also explore the development of innovative means to provide support for remote area students, including the use of technology and appropriate local level linkages.



Indigenisation Goal No. 2

Goal No. 2: All students who graduate from ACU are exposed to Indigenous perspectives during their study.



Strategies

2.1 Include Indigenous content in all course offerings

Indigenous content in units will be developed, reviewed and updated in consultation with Indigenous staff and communities and by involving Indigenous people (both internal and external to the University) in course development, teaching and course review.

2.2 Encourage and support student engagement with Indigenous communities and organisations

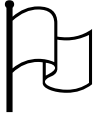
Opportunities to undertake practicum, fieldwork and community engagement placements in Indigenous communities, schools with high Indigenous populations and Indigenous organisations will continue to be offered and widely-publicised.

2.3 Promote student involvement in University cultural activities that are of significance to Indigenous people

The University will continue to dedicate a week each year as Indigenous Week where Indigenous cultures are celebrated across all campuses of the University, as well as support and promote other relevant activities including Reconciliation Week, Sorry Day Acknowledgements and the Anniversary of the Apology.

The University will fly the Indigenous flag daily on each of its campuses and include an

Acknowledgement of Traditional Ownership and Welcome to Country at all of its official functions, including graduation ceremonies and orientation programs for new students.



Indigenisation Goal No. 3

Goal No. 3: Approaches to teaching and learning meet the needs and aspirations of Indigenous students.



Strategies

3.1 Enhance away-from-base (residential) programs

The University will explore additional support mechanisms for Indigenous students living in remote communities.

3.2 Incorporate Indigenous knowledge and expertise in the development of curricula

The University values Indigenous knowledge and expertise. Indigenous communities will be consulted to establish their needs in relation to courses designed for Indigenous students.

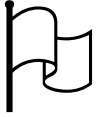
3.3 Promote study pathways for Indigenous students

Undergraduate and postgraduate Indigenous students will be advised of opportunities and funding support for further study and encouraged to progress to Honours and Higher Degree by Research programs.

The University will explore ways in which away-from-base Indigenous students can also access such courses.

3.4 Develop academic career pathways for Indigenous students

The University will implement the Studentship Scheme, whereby successful candidates will be appointed at Lecturer Level A level and supported to undertake doctoral studies. This scheme will be widely promoted to postgraduate Indigenous students with the aim of having one studentship per Faculty filled by the start of 2010.



Indigenisation Goal No. 4

Goal No. 4: The University will consolidate and enhance its existing Indigenous research program and ensure that related research is of benefit to Indigenous communities.



Strategies

4.1 Engage effectively in research with Indigenous communities

Where practicable, the University will ensure that emerging fields of Indigenous research align with the University's research strengths, whilst also focusing on research activities of priority and benefit to Indigenous communities. A commitment to Indigenous involvement at all stages in the research process will be maintained. The University will explore opportunities for collaborative research partnerships with other universities and Indigenous agencies.

4.2 Increase access, participation and success of Indigenous students in postgraduate studies, especially in higher degrees by research

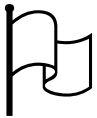
The University will actively promote increased enrolment of Indigenous students in postgraduate study, particularly research degrees.

4.3 Facilitate access to research funding

The University will actively promote research funding opportunities for Indigenous research projects and provide support to staff in preparing research funding submissions.

4.4 Facilitate access to research pathways

The University will increase the number of Indigenous staff engaging in research through formal allocation of research time-release and workload allocation, professional development to enhance research skills, and support to undertake higher research degrees, and encourage the employment of Indigenous research assistants in research teams.



Indigenisation Goal No. 5

Goal No. 5: The University will maintain and strengthen relationships with Indigenous communities and ensure input by Indigenous community members into University activities.



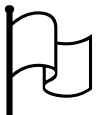
Strategies

5.1 Contribute Indigenous knowledge to learning and teaching and research

The University will seek advice and input from Indigenous communities with regard to learning, teaching, research, community engagement, outreach and advocacy activities, including ongoing representation by Indigenous community members, including Elders, on the University's Indigenous Education Committee, and campus-based Indigenous Advisory Committees.

5.2 Encourage and support staff engagement with Indigenous communities and organisations

Opportunities to undertake community engagement in Indigenous communities and organisations will continue to be offered and widely-publicised.



Indigenisation Goal No. 6

Goal No. 6: The University will increase the number of Indigenous staff as a proportion of the total ACU workforce.



Strategies

6.1 Make ACU an employer of choice

The University will be promoted as an employer of choice for Indigenous people. University recruitment and employment practices will be aimed at ensuring equitable employment policies for Indigenous persons within a policy framework of equity for all. Indigenous people will be encouraged to apply for vacant positions and casual lecturing through processes that specifically target Indigenous people.

6.2 Support and develop existing Indigenous staff

Current Indigenous staff will be supported through professional development opportunities to enhance their career prospects.

6.3 Provide cultural awareness training to all University staff

Cultural awareness training will continue to be offered to University staff across all campuses to encourage greater support for Indigenous colleagues and students and to foster a positive work and study environment.

6.4 Promote staff involvement in University cultural activities that are of significance to Indigenous people

The University will continue to dedicate a week each year as Indigenous Week where Indigenous cultures are celebrated across all campuses of the University, as well as support and promote other relevant activities including Reconciliation Week, Sorry Day Acknowledgements and the Anniversary of the Apology.

3. Strategic Plan: strategy checklist

The following table indicates the extent to which this thematic plan responds to the goals and key result areas within the University's Strategic Plan.

Please put a cross (X) in each box to indicate where this thematic plan includes relevant strategies and then list the number for each strategy alongside each key result area. Some strategies may apply to more than one key result area and should be recorded multiple times.

Goal No. 1: Student Experience		Thematic Plan Strategies
<input checked="" type="checkbox"/>	<input type="checkbox"/> Portfolio of course offerings	1,3, 2.1
<input checked="" type="checkbox"/>	<input type="checkbox"/> Access and equity	1.1, 1.2, 2.3, 3.1, 4.2, 6.1,
<input checked="" type="checkbox"/>	<input type="checkbox"/> Teaching quality	2.1, 3.2
<input checked="" type="checkbox"/>	<input type="checkbox"/> Student life and support	1.4, 2.3, 3.1, 3.3, 4.2,
<input checked="" type="checkbox"/>	<input type="checkbox"/> Graduate employability	3.3,
<input type="checkbox"/>	Other	

Goal No. 2: Research and Knowledge Transfer		Thematic Plan Strategies
<input checked="" type="checkbox"/>	<input type="checkbox"/> Research focus	4.1, 5.1
<input checked="" type="checkbox"/>	<input type="checkbox"/> Research culture and infrastructure	4.1
<input type="checkbox"/>	<input type="checkbox"/> Research productivity	
<input type="checkbox"/>	<input type="checkbox"/> Research training	
<input checked="" type="checkbox"/>	<input type="checkbox"/> Intellectual engagement	4.1
<input type="checkbox"/>	Other	

Goal No. 3: Catholic Identity and Mission		Thematic Plan Strategies
<input type="checkbox"/>	<input type="checkbox"/> Leading Catholic institution	
<input type="checkbox"/>	<input type="checkbox"/> Catholic university experience	
<input checked="" type="checkbox"/>	<input type="checkbox"/> Social justice and community engagement	2.2, 5.1, 5.2
<input type="checkbox"/>	Other	

Goal No. 4: Service Delivery and Enablers		Thematic Plan Strategies
<input checked="" type="checkbox"/>	<input type="checkbox"/> Strategic approach	1.1, 3.2, 4.1, 5.1
<input checked="" type="checkbox"/>	<input type="checkbox"/> Staff profile, productivity & satisfaction	6.1,6.2, 6.3
<input type="checkbox"/>	<input type="checkbox"/> Financial sustainability	
<input type="checkbox"/>	<input type="checkbox"/> Infrastructure	
<input checked="" type="checkbox"/>	<input type="checkbox"/> Service delivery	1.4, 3.1
<input checked="" type="checkbox"/>	<input type="checkbox"/> External relations	3.2, 4.1, 5.1
<input type="checkbox"/>	<input type="checkbox"/> Internationalisation	
<input type="checkbox"/>	Other	

4. Performance Targets



Relevant University Performance Targets

Student Equity

By the end of 2011, the University will achieve a 5% increase in the participation of students from identified equity groups. (upt 1.2)

Social justice and community engagement

For each year in the period 2009 to 2011, the University will achieve a positive rating from its community partners in relation to its effectiveness as a partner and its performance against its Mission. (upt 3.2)

Service delivery

By the end of 2011, the University will achieve values for a range of service orientation measures at or above good practice levels. (upt 4.4)



Indigenisation Thematic Plan Performance Targets

Student Equity

By the end of 2011, the University will achieve a 5% increase in the participation of Indigenous students. (ipt 1)

Student Experience

By the end of 2009, new course development and review documents will demonstrate consideration of the University's *Principles of Inclusive Curriculum* to ensure that Indigenous perspectives and cultures are incorporated into learning experiences for both Indigenous and non-Indigenous students. (ipt 2)

Indigenous Studentship Scheme

By the start of 2010 there will be one Indigenous studentship in each Faculty, with one maintained for each Faculty each year thereafter. (ipt 3)

Research Graduates

By the end of 2011, Indigenous higher degree by research student enrolments will have increased by at least 5%. (ipt 4)

Research Outcomes

For each year in the period 2010 to 2011, there will be at least one application submitted to the Australian Research Council with an Indigenous research focus. (ipt 5)

Community Engagement

For each year in the period 2009 to 2011, each Indigenous Education Unit will have a significant community engagement activity to strengthen links with the Indigenous community. (ipt 6)

Staff Profile

By the end of 2011, the University will increase the number of Indigenous staff to 2% of the total ACU workforce. (ipt 7)

By the end of 2011, there will be at least one Indigenous Academic employed in each of the Faculties. (ipt 8)

By the end of 2011, there will be at least two new Indigenous research positions in the Centre for Indigenous Education and Research. (ipt 9)

Learning and Teaching

For each year in the period 2010 to 2011, there will be at least one internal learning and teaching grant application which is focussed on improving Indigenous learning and teaching. (ipt 10)

For each year in the period 2010 to 2011, there will be one application submitted to the Australian Learning and Teaching Council grant scheme which is focussed on improving Indigenous teaching and learning. (ipt 11)

By the end of 2011, teaching workshops for Indigenous academics will have been held in the ACT, NSW, Queensland and Victoria. (ipt 12)

5. Strategic Plan: performance targets checklist

The following table indicates the alignment between the performance targets within this thematic plan and the performance indicator areas identified within the University's Strategic Plan.

Please put a cross (X) in each box to indicate where the thematic plan includes relevant performance targets for a particular performance indicator area and then list performance target number. Some performance targets may apply to more than one performance indicator area and should be recorded multiple times.

Goal No. 1: Student Experience		Thematic Plan Performance Targets
Performance Indicator Area		
<input type="checkbox"/>	<input type="checkbox"/> Student demand	2
X	<input type="checkbox"/> Student equity	1, 2
X	<input type="checkbox"/> Student satisfaction	2
<input type="checkbox"/>	<input type="checkbox"/> Graduate outcomes	
<input type="checkbox"/>	Other	10, 11

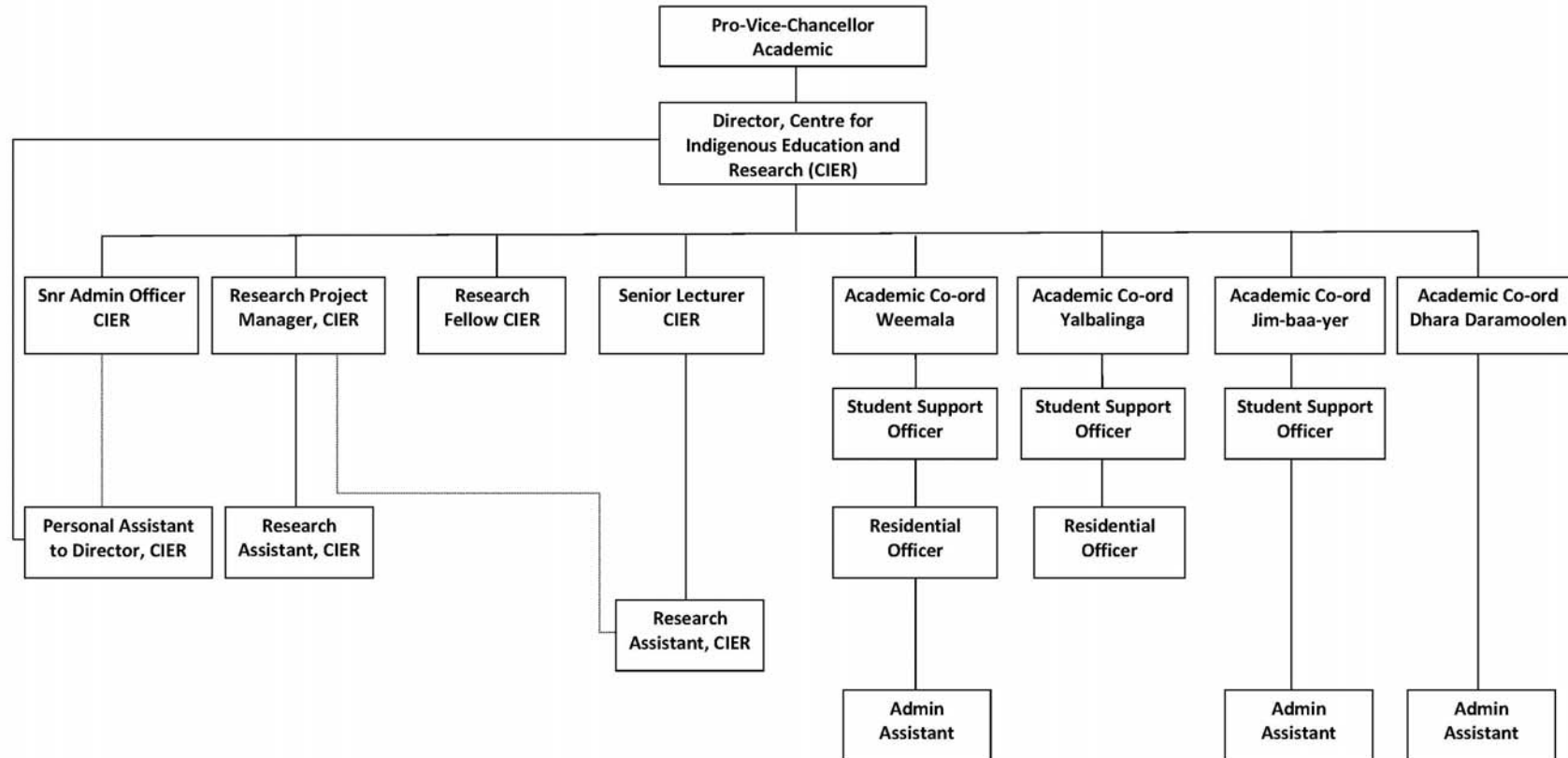
Goal No. 2: Research and Knowledge Transfer		Thematic Plan Performance Targets
Performance Indicator Area		
X	<input type="checkbox"/> Research Income	5
<input type="checkbox"/>	<input type="checkbox"/> Scholarly Research Output and Impact	5, 10, 11
X	<input type="checkbox"/> Research Graduates	4
<input type="checkbox"/>	Other	

Goal No. 3: Catholic Identity and Mission		Thematic Plan Performance Targets
Performance Indicator Area		
<input type="checkbox"/>	<input type="checkbox"/> Church value	
X	<input type="checkbox"/> Community satisfaction	6
X	<input type="checkbox"/> Societal impact	6
<input type="checkbox"/>	Other	

Goal No. 4: Service Delivery and Enablers		Thematic Plan Performance Targets
Performance Indicator Area		
<input type="checkbox"/>	<input type="checkbox"/> Staff capacity	3, 7, 8, 9, 12
<input type="checkbox"/>	<input type="checkbox"/> Financial and infrastructure sustainability	
<input type="checkbox"/>	<input type="checkbox"/> Service orientation and quality	3, 7, 8, 9, 12
<input type="checkbox"/>	Other	



ORGANISATION CHART
CENTRE FOR INDIGENOUS EDUCATION AND RESEARCH



Attachment 3



POSITION DESCRIPTION

POSITION INFORMATION

POSITION TITLE:	Associate Lecturer/Lecturer (Indigenous Studentship)
WORK AREA POSITION CODE:	<i>(To be allocated by Human Resources)</i>
FUNCTIONAL UNIT:	Pro-Vice-Chancellor (Academic)
ORGANISATIONAL UNIT:	Faculty of Arts and Sciences Faculty of Business Faculty of Education Faculty of Health Science Faculty of Theology and Philosophy
CAMPUS:	McAuley at Banyo, Brisbane MacKillop Campus, North Sydney Mount Saint Mary Campus, Strathfield Signadou Campus, Canberra Aquinas Campus, Ballarat St Patrick's Campus, Melbourne
NOMINATED SUPERVISOR (TITLE):	Head of School
CURRENT CLASSIFICATION:	Academic Level A / B
EMPLOYMENT TYPE annually.	Fixed-Term, normally full-time position and reviewed A period of probation, including satisfactory progress with research higher degree, will be attached to this position. Upon completion of a research higher degree, the University may directly appoint the staff member to a continuing, normally full-time position.
REMUNERATION & BENEFITS:	A range of generous conditions of employment and entitlements are provided to staff some of these include: generous leave conditions; flexible working conditions; comprehensive Staff Development Programs; salary packaging benefits as a rebateable employer; reward and recognition programs.

Superannuation:

The University will contribute an amount equivalent to 9% or 17% of your gross annual salary to superannuation dependant on salary level, length of appointment or age.

DATE DEVELOPED/ REVIEWED

March 2010

BACKGROUND

Australian Catholic University is a publicly funded university, open to all, irrespective of religious beliefs. It is committed to a strong Catholic ethos and seeks to foster and promote teaching and learning, research and scholarship, and community engagement in the Christian tradition.

The University chooses to focus on areas of teaching and research that are closely connected with its particular character as a university that is Catholic, and that is public and national. The focus areas are Theology and Philosophy, Health, Education and the Common Good and Social Justice.

The University has almost 20,000 students and over 1,200 staff. Australian Catholic University (ACU) has six campuses: McAuley at Banyo in Brisbane, MacKillop in North Sydney, Mount Saint Mary at Strathfield, Signadou in Canberra, Aquinas in Ballarat and St Patrick's in Melbourne. The Vice-Chancellor's Office is located in North Sydney.

The structure to support this complex and national University consists of:

- Four Pro-Vice-Chancellors with responsibilities for the following national portfolios:
 - Academic
 - Research
 - Students, Learning and Teaching
 - Administration and Resources;

Each portfolio consists of a number of Schools, Directorates or Institutes;

- Five Associate-Vice-Chancellors or Campus Deans who focus on the University's local presence and development of the University at the local 'campus' level;
- A Directorate of Identity and Mission that drives both the Identity and the Mission of the University;
- Marketing and External Relations which leads the University's marketing, student recruitment and communications functions.

The University has five Faculties:

- Faculty of Arts and Sciences
- Faculty of Education
- Faculty of Health Sciences
- Faculty of Theology and Philosophy
- Faculty of Business.

One studentship will be available in each Faculty and can be taken up at any relevant campus of the University.

CENTRE FOR INDIGENOUS EDUCATION AND RESEARCH

The Centre for Indigenous Education and Research (CIER) conducts education, research and community engagement programs and related support services for Aboriginal and Torres Strait Islander students. There are four Indigenous Higher Education Units within CIER: Weemala, located at McAuley at Banyo, Brisbane; Yalbalinga, located at Mount St Mary Campus, Strathfield and also covering MacKillop Campus at North Sydney; Dhara Daramoolen, located at Signadou Campus, Canberra; and Jim-baa-yer, located at St Patrick's Campus, Melbourne and also covering Aquinas Campus in Ballarat..

POSITION PURPOSE

The purpose of the Indigenous Studentships is to:

- Increase participation of Indigenous Australians within the higher education sector;
- Increase the number of Indigenous academics within Australian Catholic University;
- Provide the opportunity for qualified Indigenous Australians to gain a doctorate;
- Offer mentored higher education learning and teaching experience to Indigenous Australians;
- Provide the opportunity to conduct activities that extend learning and teaching, research, publications and community engagement in each Faculty.

Australian Catholic University will provide mentoring, academic and cultural support, and appropriate supervision to studentship holders, who will also be provided with access to technology and resources to support their research and publication.

Studentship holders will normally complete the University's Graduate Certificate in Higher Education and have opportunities for personal development within a supportive higher education environment.

POSITION RESPONSIBILITIES

The responsibilities of this position include:

- Development of research skills and satisfactory progress with research higher degree research guided by the principal and associate research supervisor;
- Completion of a doctorate within 5 years – in line with normal University practice, applicants without relevant research experience will normally enrol initially in a master's degree by research and, upon satisfactory progress, subsequently upgrade to a doctorate;
- An appropriate research plan and scholarship and research outputs;
- Involvement in Faculty course development, teaching and community engagement;
- Preparation and delivery of lectures and tutorials at undergraduate level;
- Availability for student consultations and contribution to enhancing the student experience for the students taught;
- Limited administrative and/or committee responsibilities related to teaching and research;
- Appropriate involvement in activities of the Centre for Indigenous Education and Research;
- Appropriate contributions to the profession and/or discipline;
- Actively engaging in and supporting the University's Mission and strategic direction;
- Maintaining currency with developments in own discipline and in developments in Indigenous education, research and cultural issues;
- Attendance at professional development workshops, conferences, seminars and meetings, as relevant to the role.

For further details, see Appendix 1.

SELECTION CRITERIA

Essential

1. Evidence of Australian Indigenous status;
2. Relevant postgraduate/undergraduate qualification(s) and professional experience;
3. Capacity to work as an academic;
4. Commitment to undertake research and develop research skills, together with evidence of capacity to undertake research in a relevant field;

5. Extensive knowledge and experience of Aboriginal and Torres Strait Islander protocols and cultural issues and their impact on the student and staff experience;
6. Capacity to contribute to the work of the Faculty and Centre for Indigenous Education and Research;
7. Excellent interpersonal and communication skills;
8. Demonstrated ability to work effectively within a team and work independently as required;
9. Demonstrated capacity in developing close working relationships with external organisations;
10. Applicants should demonstrate commitment to the specific mission and Catholic ethos of the institution, to cultural diversity and ethical practice principles, and demonstrate knowledge of equal employment opportunity and occupational health and safety, appropriate to the level of the appointment.

Desirable

1. Experience in learning and teaching;
2. Recognised standing and involvement in the Indigenous community, with a demonstrated contribution to improving and enhancing Indigenous issues;
3. Evidence of the nexus between teaching and research in approaches to teaching and learning, and to research and scholarship.

MINIMUM STANDARDS FOR ACADEMIC LEVELS (MSALs)

Introduction:

The Minimum standards for levels of academic staff, other than a casual, are set out in the ACU Policy on Classification Standards for Academic and General Staff. The levels are differentiated by level of complexity, degree of autonomy, leadership requirements of the position and level of achievement of the academic. The responsibilities of academic staff may vary according to the specific requirements of the institution to meet its objectives, to different discipline requirements and/or to individual staff development.

An academic appointed to a particular level may be assigned and may be expected to undertake, responsibilities and functions of any level up to and including the level to which the academic is appointed or promoted. In addition, an academic may undertake elements of the work of a higher level in order to gain experience and expertise consistent with the requirements of an institution's promotion processes.

The MSALs will not be used as a basis for claims for reclassification.

Teaching and Research Academic Staff:

Level A

A Level A academic will work with the support and guidance from more senior academic staff and is expected to develop his or her expertise in teaching and research with an increasing degree of autonomy. A Level A academic will normally have completed four years of tertiary study or equivalent qualifications and experience and may be required to hold a relevant higher degree.

A Level A academic will normally contribute to teaching at the institution, at a level appropriate to the skills and experience of the staff member, engage in scholarly, research and/or professional activities appropriate to his or her profession or discipline, and undertake administration primarily relating to his or her activities at the institution. The contribution to teaching of Level A academics will be primarily at undergraduate and graduate diploma level.

Research-only Academic Staff (inclusive of creative disciplines):

Level A

A Level A research academic will typically conduct research/scholarly activities under limited supervision either independently or as a member of a team and will normally hold a relevant higher degree.

A Level A research academic will normally work under the supervision of academic staff at Level B or above, with an increasing degree of autonomy as the research academic gains skills and experience. A Level A research academic may undertake limited teaching, may supervise at undergraduate levels and may publish the results of the research conducted as sole author or in collaboration. He or she will undertake administration primarily relating to his or her activities at the institution.

Teaching and Research Academic Staff:

Level B

A Level B academic will undertake independent teaching and research in his or her discipline or related area. In research and/or scholarship and/or teaching a Level B academic will make an independent contribution through professional practice and expertise and coordinate and/or lead the activities of other staff, as appropriate to the discipline.

A Level B academic will normally contribute to teaching at undergraduate, honours and postgraduate level, engage in independent scholarship and/or research and/or professional activities appropriate to his or her profession or discipline. He or she will normally undertake administration primarily relating to his or her activities at the institution and may be required to perform the full academic responsibilities of and related administration for the coordination of an award program of the institution.

Research-only Academic Staff (inclusive of creative disciplines):

Level B

A Level B research academic will normally have experience in research or scholarly activities, which have resulted in publications in refereed journals or other demonstrated scholarly activities.

A Level B research academic will carry out independent and/or team research. A Level B research academic may supervise postgraduate research students or projects and be involved in research training.

Additional Information about ACU and working at ACU can be obtained from our website <http://www.acu.edu.au/careers>

The ACU Organisational Structure is outlined in the attached Chart.

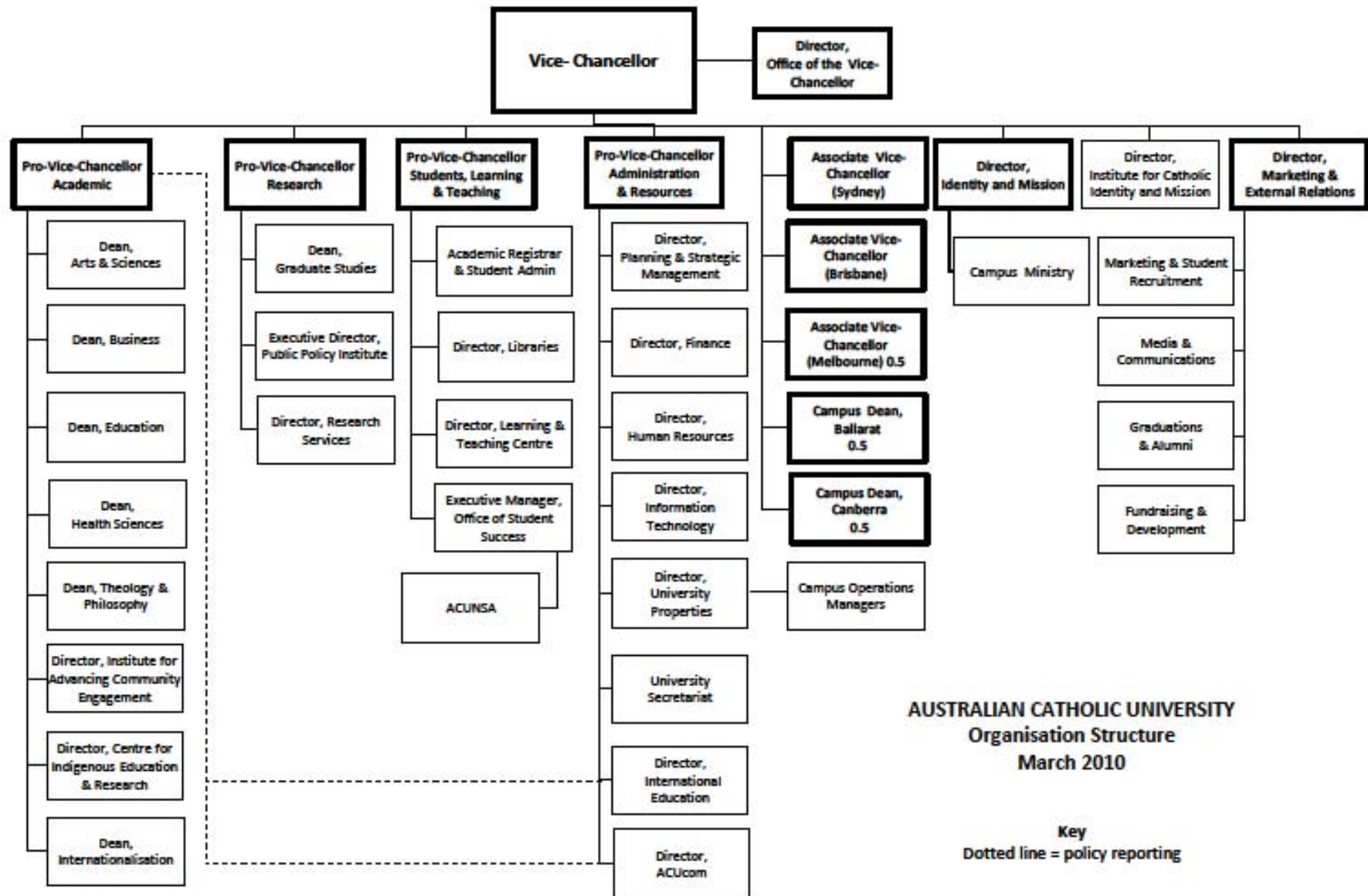
Appendix A

Indigenous Studentship Scheme

Under the Indigenous Studentship Scheme, suitable Indigenous higher degree research students are identified and supported through their doctoral studies whilst gaining academic experience in a School of the University. The Indigenous Studentship Scheme has the following elements:

- Selected Schools are demonstrably supportive of the scheme;
- The Head of School or nominee takes on a mentoring role for the studentship holder;
- Studentship holders are appointed at Level A/B, Associate Lecturer/Lecturer, and remunerated at Level A/B;
- Experienced Indigenous academic staff provide advice on Indigenous course content and pedagogy to studentship holders and their associated School staff;
- The workload allocation for a studentship holder is the equivalent to a 0.25 teaching workload, allowing appropriate time for research (0.75 workload). Normally only one unit with lectures would be taught per semester and class size would be not be too large. Pro-rata arrangements would apply for part-time appointees;
- Particular care is taken in the allocation of the principal research supervisor and the associate supervisor and in the selection of a suitable higher degree research project;
- With the guidance and support of their research supervisors, studentship holders prepare and present their research at conferences and for publication during the tenure of the studentship;
- Contracts for studentship holders are renewed on an annual basis, subject to performance, with performance review based on satisfactory progress with the research higher degree and provision of satisfactory unit and teaching evaluation to the Head of School;
- Studentship holders are encouraged to complete the University's Graduate Certificate in Higher Education, for which no fees are charged;
- A continuing position in the School with no probationary period would normally be recommended to the Vice-Chancellor upon successful completion of the doctorate.

The University is seeking initially to put in place one studentship per Faculty.



AUSTRALIAN CATHOLIC UNIVERSITY
Organisation Structure
March 2010

Honorary Associates of the Centre for Indigenous Education and Research

The honorary title of Associate of the Centre for Indigenous Education and Research may be accorded to:

- staff of the University,
- Indigenous community members, and
- other persons external to the University with expertise relevant to the work of the Centre,

who are acknowledged by the Centre to make, or to have the potential to make, a substantial and strategic contribution to the Centre's learning and teaching, research and scholarship, community engagement and/or service activities.

Designation as Associate is recommended by the Director, Centre for Indigenous Education and Research to the Pro-Vice-Chancellor (Academic) upon the advice of the Indigenous Education Committee or the Indigenous Research Committee.

Such designation will be for a period of three years and, where applicable, renewable. The honorary title may be withdrawn if an Associate is no longer actively engaged with the work of the Centre or breaches Indigenous cultural protocols.

Associates participate in appropriate activities, committees, working parties and events of the Centre.

The title is honorary, however Associates are not precluded from receiving remuneration for undertaking specific commissions for the Centre. For internal Associates, the remuneration would normally be made to the relevant Faculty or Directorate.

Recommended by the Indigenous Education Committee meeting of 23 March 2010.

Approved by the Ceremonial and Protocols Committee meeting of 3 May 2010.

ACU Indigenous Employment Strategy 2009-2011

1. Introduction

Australian Catholic University is a public university, open to all, and offers specialist tertiary education in health, education, business, arts, social sciences and theology and philosophy. It has six campuses in Ballarat, Brisbane, Canberra, Melbourne, North Sydney and Strathfield. The University has approximately 19,000 students, 570 academic staff and 730 professional staff.

In its Mission Statement, ACU identifies a fundamental concern for justice and equity, and for the dignity of all human beings.

With particular reference to Indigenous people, the University's Statement of Commitment to Reconciliation acknowledges that Indigenous peoples of Australia are the original inhabitants of this country and that they continue to experience the "ongoing and significant" impact of past injustices.

In line with these principles and the University's responsibilities under equal opportunity legislation and policy, the University acknowledges the importance of implementing proactive strategies to help redress the disadvantage experienced by Indigenous Australians.

Accordingly, ACU has developed an Indigenous Employment Strategy to increase the employment of Indigenous staff at all levels of work activity and across all classification levels. The Indigenous Employment Strategy is an operational plan that aligns with the University's Strategic Plan 2009-2011, Indigenisation Thematic Plan 2009-2011 and People and Culture Thematic Plan 2009-2011.

The University has an initial aim of working towards a target that will see the Indigenous staff participation rate being equal to the Indigenous student participation rate.

Note: In this context, the University uses the term "Indigenous" to refer to all people who identify as Aboriginal or Torres Strait Islander or both, and, as such, are accepted by the community with which they are associated.

2. Guiding principles and aims

The following principles underpin the University's Indigenous Employment Strategy:

- Recognition of the disadvantage experienced by Indigenous Australians in relation to participation in education and employment, and recognition of the University's responsibilities to address that disadvantage in accordance with its Mission;
- Respect for and consideration of the diverse cultural, social and spiritual systems practised by Indigenous Australians;

- Recognition of the significant contribution of Indigenous Australian knowledges to all other bodies of knowledge;
- Acknowledgement of the scholarship and other contributions that Indigenous Australian employees bring to the University and to Australian society;
- Active promotion and positive inclusion of Indigenous Australian cultural practices and identities within the life of the University community.

The aims of the Indigenous Employment Strategy are to:

- Increase, encourage and foster Indigenous employment and participation at all levels of work activity and across all classification levels;
- Achieve improved employment and retention of Indigenous employees through the provision of a supportive and rewarding work environment which encourages Indigenous people to establish careers at ACU and pursue training and career development activities;
- Ensure that in the development, implementation and evaluation of initiatives to redress Indigenous disadvantage, the University is guided by consultation and collaboration with Indigenous people, their communities and community organisations;
- Enhance University culture, knowledge and scholarship with the formal and informal contributions of Indigenous staff and community members.

Abbreviations

AVC	Associate Vice Chancellor
CD	Campus Dean
CIER	Centre for Indigenous Education and Research
EDC	Equity and Diversity Coordinator
HR	Human Resources
IEO	Indigenous Employment Officer
PVC(A)	Pro-Vice- Chancellor Academic

INDIGENOUS EMPLOYMENT STRATEGY 2009-2011 – OPERATIONAL PLAN

Strategic Goal:		Student Experience					
Thematic Plan	Goal No.	Goal Title	Goal Description				
Indigenisation Thematic Plan	1	The University will increase the participation rate of Indigenous Students	1.4 Enhance academic and administrative mechanisms to support indigenous students during their studies				
Organisational Unit Plan Strategy No.	Operational Plan Strategy No.	Operational Plan Strategy Title	Operational Plan Strategy Description	Targets	Status Update	Operational Unit Delegation	Contributing Organisational / Operational Units
1		The University will work toward an Indigenous staff participation rate equal to the Indigenous student participation rate				HR	
1	1.1		Implement the Indigenous Studentship Scheme	One commencement in each Faculty by 31 March 2011		HR / PVC(A)	CIER
1	1.2		Review the implementation of the Indigenous Studentship Scheme to inform the timing of subsequent rollouts	Terms of Reference for the review established by 31 December 2011. Review and recommendations finalised by 31 March 2012		HR / PVC(A)	CIER / Faculties
1	1.3		Explore all available Indigenous employment programs, including traineeships, cadetships and scholarships	Initial discussion paper on options completed by August 2010		IEO	
1	1.4		Explore Indigenous identified positions across the University	Ongoing		IEO	HR / CIER / Faculties / Directorates
1	1.5		Develop and maintain effective employment-related relationships with Indigenous networks and community groups	Development of a calendar of regular communications with Indigenous networks for implementation in 2011		IEO	CIER
1	1.6		Coordinate cultural activities that will provide a safe and inclusive employment environment to encourage Indigenous staff to identify	Development of a calendar of cultural activities for implementation in 2011 Review the calendar of cultural activities for 2012		IEO	CIER / AVCs / CDs
1	1.7		Promote Indigenous staff achievements to the University community	Profile of an Indigenous staff member quarterly in various ACU communications		IEO	CIER / Faculties / Directorates

Strategic Goal: Service Delivery and Enablers			
Thematic Plan	Goal No.	Goal Title	Goal Description
Indigenisation Thematic Plan	6	The University will increase the number of Indigenous staff as a proportion of the total ACU workforce	6.1 Make ACU an Employer of Choice 6.2 Support and develop existing Indigenous staff 6.3 Provide Cultural Awareness Training to all University staff 6.4 Promote staff involvement in cultural activities that are significant to Indigenous people
People and Culture Thematic Plan	1	The Mission of ACU is embedded in the University's employment philosophy and practices	1.1 Mission criteria and employment processes are aligned. 1.2 A staff induction, development and formation program is available 1.5 The University workplace is supportive for all staff
People and Culture Thematic Plan	3	Australian Catholic University responds to strategic opportunity and challenge	3.1 The University's structure and processes are designed to ensure effectiveness and efficiency of operation
People and Culture Thematic Plan	4	Strategic workforce planning is embedded across Australian Catholic University	4.1 The University's workforce profile is aligned with its strategic direction 4.3 Recruitment and retention practices are focussed on high performing staff 4.4 Leadership and management behaviour and practice are developed across the University community
People and Culture Thematic Plan	5	A culture of performance and recognition is embedded across the University	5.12 A development framework supports the University's performance culture

Strategic Goal: Service Delivery and Enablers							
Organisational Unit Plan Strategy No.	Operational Plan Strategy No.	Operational Plan Strategy Title	Operational Plan Strategy Description	Targets	Status Update	Operational Unit Delegation	Contributing Organisational/Operational Units
4	4.1	Support is provided to Indigenous staff members	Implement an orientation and support plan for new and existing Indigenous staff members and their supervisors	Development of the orientation and support framework for implementation in 4th quarter of 2010 Recording of and reporting on the orientation and support framework annually from 2011		IEO	Organisational unit supervisors
4	4.2		Include Indigenous staff participation in the development of the Employment Value Proposition (ITP 6.1)			HR	HR / IEO / CIER / other ACU Indigenous staff
4	4.3		Include Indigenous staff participation at ACU in any ACU application / award nomination for Employer of Choice			EDC	Organisational unit supervisors / HR
4	4.4		Develop and maintain an inclusive recruitment and selection framework	Development of suitable wording for inclusion in position descriptions for implementation from 2011 Development of appropriate web-based materials to promote Indigenous employment opportunities		IEO	HR / organisational unit supervisors / CIER / Indigenous staff members
4	4.5		Create awareness of development and career opportunities for Indigenous staff	Development of orientation and support framework for implementation in 4th quarter of 2010 Indigenous staff participation in ACU training programs to increase by 20% in 2011		IEO	
4	4.6		Maintain, update and deliver the core Indigenous Cultural Awareness Training (ITP 6.3)	Training delivered twice yearly on all campuses and as needed in other forms Overall course rating of 3.5 achieved in 2010 and 2011		IEO	
4	4.7		Position Indigenous Cultural Awareness Training / Cross Cultural Communication as a personal development program achieving cultural competency	Inclusion of cultural competency into the competency framework for supervisors from 2012		HR	
4	4.8		Implement an annual calendar of lunchbox sessions with topics including benefits available to Indigenous staff and current Indigenous issues	Development of a calendar for implementation by 31 December 2010		IEO	
4	4.9		Develop an information booklet for supervisors to assist with managing Indigenous staff	Development of booklet by September 2010 Launch of booklet in 4th quarter of 2010		EDC / IEO	HR / CIER
4	4.10		Develop, in collaboration with CIER and Faculty Deans, an Indigenous Studentship Induction Program	Preparation and approval of induction program prior to commencement of studentships in 2011		IEO / Deans / CIER	

AUSTRALIAN CATHOLIC UNIVERSITY - INDIGENOUS RESEARCH GRANTS

Attachment 6

ESTABLISHMENT YEAR	CHIEF INVESTIGATOR	RESEARCH GRANT TITLE	External Research Revenue	External Research Revenue	External Research Revenue	External Research Revenue	External Research Revenue	External Research Revenue	External Research Revenue
			TOTAL GRANT VALUE	TOTAL INCOME RECEIVED TO DATE	2005	2006	2007	2008	2009
2005	G5224 AND G5227I:D'ARBON TONY	LINKING WORLDS:STRENGTHENING THE LEADERSHIP CAPACITY OF INDIGENOUS EDUCATIONAL LEADERS IN REMOTE EDUCATION SETTINGS.	\$ 435,534	\$ 435,534	\$ 60,994	\$ 131,960	\$ 129,020	\$ 75,085	\$ 38,475
	G5210: CAVANAGH PAT	LANGUAGE REVIEW-GAMILARAAY/TUWALARAAY PROGRAM- ST JOSEPH'S WALGETT	\$ 16,000	\$ 16,000	\$ 16,000				
	G5216: HOWARD PETER	COMMUNITY CAPITAL BUILDING PROJECT	\$ 30,801	\$ 30,801	\$ 14,801	\$ 16,000			
	G5220: DOUG CLARKE	FAMILY - SCHOOLS PARTNERSHIPS PROGRAM	\$ 200,000	\$ 201,972	\$ 105,034	\$ 96,938			
2006	G6205: WARREN ELIZABETH	SUSTAINABLE MATHEMATICS EDUCATION CAPACITY BUILDING: EMPOWERING INDIGENOUS TEACHER AIDES TO ENHANCE RURAL AND REMOTE INDIGENOUS STUDENTS' NUMERACY OUTCOMES	\$ 115,332	\$ 115,332		\$ 36,333	\$ 40,333	\$ 38,666	
	G6220: WARREN ELIZABETH	ASISTM PROJECT - DEVELOPING SKILLS TO TEACH REMOTE INDIGENOUS STUDENTS IN THE BASIC NUMBER UNDERSTANDINGS UNDERLYING THE STATE-WIDE YEARS, 3, 5 AND 7 NUMERACY TESTS.	\$ 20,667	\$ 20,667		\$ 20,667			
	G6229: DUGNAN PATRICK	AN INSTITUTIONAL LEADERSHIP PARADIGM: TRANSFORMING PRACTICES, STRUCTURES AND CONDITIONS IN INDIGENOUS HIGHER EDUCATION	\$ 64,091	\$ 64,091			\$ 31,364	\$ 32,727	
	G6236: WARREN ELIZABETH AND YOUNG JANELLE	HOME-SCHOOL TRANSITION FOR YOUNG INDIGENOUS AUSTRALIAN STUDENTS: BRIDGING LITERACY AND NUMERACY OPPORTUNITIES THROUGH ENGAGEMENT WITH PRODUCTIVE DIALOGUE.	\$ 42,805	\$ 42,805			\$ 25,500	\$ 4,000	\$ 13,305
2007	G7219: WARREN ELIZABETH AND YOUNG JANELLE	ENABLING HOME SCHOOL TRANSITION: USING INDIGENOUS STUDENTS' ORAL LANGUAGE AS THE FOUNDATION FOR LITERACY & NUMERACY LEARNING AND TEACHING	\$ 89,642	\$ 89,642			\$ 43,730	\$ 34,047	\$ 11,865
	G7801: WHITE NEREDA	COMMUNITY CONSULTATION FOR STRATEGIC POLICY AND EDUCATION FUTURES ON BEHALF OF THE QLD INDIGENOUS ED CONSULTATIVE COMMITTEE	\$ 32,950	\$ 32,950			\$ 32,950		
2008	G8206: CAVANAGH PAT AND NICHOLSON MAREA	MONITORING OF PROFESSIONAL PROGRESS OF BEGINNING TEACHERS APPOINTED AFTER COMPLETION OF PILOT ABORIGINAL EDUCATION TEACHER TRAINING ENHANCEMENT PROJECT	\$ 17,750	\$ 17,750				\$ 17,750	
	G8216: WARREN ELIZABETH	INDIGENOUS STUDENTS' ORAL LANGUAGE:BUILDING A FOUNDATION FOR LITERACY AND NUMERACY IN METROPOLITAN SETTINGS	\$ 60,000	\$ 60,000				\$ 60,000	
2009	G9110: RISEMAN NOAH	DEFENDING AUSTRALIA, DEFENDING INDIGENOUS RIGHTS: AUSTRALIAN INDIGENOUS SOLDIERS SINCE WWII	\$ 4,091	\$ 4,500					\$ 4,500
	G9113: BUTROUS NASIR	INDIGENOUS PATHWAYS PROGRAM	\$ 11,000	\$ 10,000					\$ 10,000
	G9201: WARREN ELIZABETH	CLOSING THE GAP: STUDENTS EXPERIENCING SUCCESS (SES) IN MATHEMATICS	\$ 241,272	\$ 120,636					\$ 120,636
	G9204: WARREN ELIZABETH	INDIGENOUS STUDENTS' ORAL LANGUAGE:BUILDING A FOUNDATION FOR LITERACY AND NUMERACY IN METROPOLITAN SETTINGS	\$ 98,800	\$ 98,800					\$ 98,800
	G9214: GERVASONI ANN	BRIDGING THE NUMERACY GAP FOR LOW SES AND INDIGENOUS STUDENTS	\$ 185,500	\$ 129,850					\$ 129,850
	G9219: WHITE NEREDA	A HUMAN CAPITAL AND PRODUCTIVITY APPROACH TO INVESTING IN EQUITABLE OUTCOMES FOR INDIGENOUS CHILDREN	\$ 12,800	\$ 12,800					\$ 12,800
	G9220: WARREN ELIZABETH	EARLY NUMERACY - PRE-PREP SETTING	\$ 21,273	\$ 17,000					\$ 17,000
	G9313: KILDEA SUE	ANTENATAL SCREENING FOR FOETAL ANOMALIES IN INDIGENOUS WOMEN: VIEWS OF INDIGENOUS PEOPLE AND THEIR HEALTH CARE PROVIDERS	\$ 17,765	\$ 16,470					\$ 16,470
2010	G0210: WARREN ELIZABETH	YOUNG INDIGENOUS STUDENT'S NUMERACY LEARNING: ORAL LANGUAGE, MATHEMATICAL REPRESENTATIONS AND ENGAGEMENT	\$ 615,000						
TOTAL INDIGENOUS RESEARCH GRANTS			\$ 2,333,073	\$ 1,537,600	\$ 196,829	\$ 301,898	\$ 302,897	\$ 262,275	\$ 473,701