

## INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Performance Report

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<b>Organisation</b>	Federation University Australia		
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### Acknowledgment to Country

Federation University Australia affirms the special places and cultures of Aboriginal and Torres Strait Islander peoples as the First Australians. The University acknowledges the Barkindji, Bunurong, Djab Wurrung, Dja Dja Wurrung, Gunai Kurnai, Jaadwa, Jadawadjali, Jupagalk, Kureindji, Mutthi Mutthi, Turrbal, Wadawurrung, Wergaia, Wotjobaluk and Wurundjeri peoples as the Traditional Custodians of the lands and waters where its main campuses, centres and field stations are located.

#### 1. Enrolments (Access)

The comparative Aboriginal and Torres Strait Islander student data for the years 2013 – 2016 supplied by the Commonwealth shows Federation University Australia (FedUni) is positioned at a relatively low level on most indicators, in comparison with the 40 other institutions represented in the data.

This comparative data does however mask some improvements in the performance of FedUni in overall terms. For example:

- Actual EFTSLs have more than doubled over the period 2013 – 2016 from 38.58 to 80.33
- There has been an approximate doubling of Remote and Regional EFTSL from 30.08 to 63.79.
- Completions have risen from 4 in 2013 to 17 in 2016, a very positive outcome.

Whilst our rankings on these dimensions remain low, there is evidence that overall Aboriginal and Torres Strait Islander student numbers are increasing (with a lag effect evident in completion rates) and general enrolment trends for Aboriginal and Torres Strait Islander students are positive.

The comparative ranking for overall success rates is in the middle of the ranking field, however it appears to be slipping (from 18<sup>th</sup> in 2013 to 22<sup>nd</sup> in 2016), and will be the focus of closer attention throughout 2018-2019 to ensure that FedUni Aboriginal and Torres Strait Islander students continue to successfully complete their units of study.

The Aboriginal Education Centre (AEC) at FedUni has developed an Aboriginal Education Strategy 2018 – 2020 (AES) and continues to provide support and guidance to the various Faculties, Schools and Directorates to ensure that issues of success are addressed in pedagogy, delivery, and engagement with Aboriginal and Torres Strait Islander students. These approaches will be commented on later in this report as issues of “progression”.

### **2017 Actual and / or EFTSL including Regional & Remote**

The tables below provide a comparison of the 2015 – 2017 Commencing Aboriginal and Torres Strait Islander students with Domestic (non-Aboriginal and Torres Strait Islander) commencing students.

It is clear that from 2015 – 2016 there was a significant increase in commencements for Aboriginal and Torres Strait Islander students, however this trend did not continue into 2017. Whilst the 2017 figures are slightly higher than 2015, 2017 commencements were lower than the peak in 2016. This drop off can be partially explained by the lack of an Aboriginal Manager in the AEC for some of 2016/2017, and in part can be explained by the overall drop in commencements for Federation University Australia for the 2017 year.

#### **Commencing Aboriginal and Torres Strait Islander students 2015 - 2017:**

Program	2015		2016		2017	
	Count	EFTSL	Count	EFTSL	Count	EFTSL
Inner Regional Australia	34	22.50	53	33.75	33	24.54
Major Cities of Australia	11	6.88	22	11.63	10	5.50
Outer Regional Australia	4	2.38	7	3.75	7	4.50
Remote Australia			1	1.00	1	0.25
<b>Grand Total</b>	<b>49</b>	<b>31.75</b>	<b>83</b>	<b>50.12</b>	<b>51</b>	<b>34.79</b>

#### **Commencing Domestic (non-Aboriginal and Torres Strait Islander) 2015 - 2017:**

Program	2015		2016		2017	
	Count	EFTSL	Count	EFTSL	Count	EFTSL
Inner Regional Australia	2385	1743.37	2990	2236.21	2162	1560.12
Major Cities of Australia	1017	664.69	1017	701.62	1192	797.33
Outer Regional Australia	307	241.29	366	275.25	283	201.25
Remote Australia	12	5.75	15	8.13	21	11.38
Very Remote Australia			1	0.13		
Unknown	10	6.50	7	4.67	7	4.00
<b>Grand Total</b>	<b>3731</b>	<b>2661.60</b>	<b>4396</b>	<b>3226.00</b>	<b>3665</b>	<b>2574.08</b>

It is of interest to note FedUni's commencing numbers (for all student categories) from "Outer Regional" and "Remote" have continued to grow over this time period, albeit from a low base.

Overall growth in Aboriginal and Torres Strait Islander student commencements at FedUni has been positively impacted by a number of key university strategies which have increased access and equity for Regional and Remote students. These strategies are:

1. Gippsland Growth Strategy
2. Blended, On-Line & Digital (BOLD) learning initiative
3. Foundation Access Studies (FAST) programme.

FedUni's expansion into the Gippsland region has added to the growth of regional and remote EFTSL, as is evidenced in the table below over the period 2013 – 2016.

Enrolments	2013	2014	2015	2016
Aboriginal and Torres Strait Islander students enrolled into Gippsland programs	0	9	20	28

The BOLD learning initiative and the FAST program, whilst not specifically designed for Aboriginal and Torres Strait Islander students, nonetheless provide appropriate mechanisms to increase access, equity, and the successful completion of higher education programmes for Aboriginal and Torres Strait Islander students.

As a regionally located education provider FedUni is very aware of the disadvantages faced by some of its communities. The FAST initiative is a particularly useful program in addressing some of these disadvantages, and allows access to higher education for Aboriginal and Torres Strait Islander students who may have left school early or face other barriers to engaging with higher education.

Aboriginal and Torres Strait Islander student engagement with these programs at FedUni over the period 2013 – 2016 is evidenced in the following table.

Enrolments	2013	2014	2015	2016
Aboriginal and Torres Strait Islander students into Online programs	0	0	7	14
Aboriginal and Torres Strait Islander students into FAST program	1	5	2	10

FedUni continues to support developments in both of these programme areas, and the Aboriginal Education Centre, through its recently developed Aboriginal Education Strategy 2018 – 2020, will have an increasing role in ensuring that both BOLD and FAST initiatives are appropriately designed to accommodate Indigenous cultural awareness and knowledge content which will have a longer term impact on commencements, success rates, and completions.

The following two tables provide data with respect to all Aboriginal and Torres Strait Islander student enrolments at FedUni for the immediate past three year period, compared to all Domestic enrolments for the same period.

***All Aboriginal and Torres Strait Islander Students 2015 - 2017:***

Program	2015		2016		2017	
	Count	EFTSL	Count	EFTSL	Count	EFTSL
Inner Regional Australia	68	46.02	91	58.08	79	57.25
Major Cities of Australia	14	9.88	28	15.38	22	11.25
Outer Regional Australia	7	4.13	11	6.25	11	6.75
Remote Australia	1	0.38	1	1.00	2	1.25
<b>Grand Total</b>	<b>90</b>	<b>60.40</b>	<b>131</b>	<b>80.71</b>	<b>114</b>	<b>76.50</b>

***All Domestic (non-Aboriginal and Torres Strait Islander):***

Program	2015		2016		2017	
	Count	EFTSL	Count	EFTSL	Count	EFTSL
Inner Regional Australia	4999	3690.58	5468	4012.98	5371	3908.27
Major Cities of Australia	2141	1372.66	2088	1369.02	2341	1545.33
Outer Regional Australia	677	529.27	646	489.44	656	470.75
Remote Australia	40	17.25	32	15.00	42	20.88
Very Remote Australia	4	1.50	4	1.25	3	0.63
Unknown	43	26.25	29	16.04	34	16.00
<b>Grand Total</b>	<b>7904</b>	<b>5637.51</b>	<b>8267</b>	<b>5903.73</b>	<b>8447</b>	<b>5961.85</b>

Total Aboriginal and Torres Strait Islander enrolments have increased from 60.4 EFTSL in 2015 to 76.5 EFTSL in 2017, a positive trend for FedUni that was driven by the strong commencements in 2016. We are conscious of the fact that lowering commencements in 2017 will have flow on effects for total enrolments in coming years, and we are putting in place strategies to address commencements.

One reason for the lower number of commencements in 2017 is the fact that Federation University Australia had been without an Aboriginal person in the role of Manager for the AEC during part of the 2016 and 2017 period, and was without an Aboriginal Education Strategy, or a current Aboriginal Employment Strategy.

During 2017 an Aboriginal Manager was employed, a new Aboriginal Education Strategy was developed, and the Aboriginal Employment Strategy was updated.

These three factors, which contribute significantly to Aboriginal and Torres Strait Islander student commencements, success, and completion, have provided a strong underpinning for the Aboriginal Education Centre which has been striving to progress Aboriginal business as a “whole of University” responsibility. Positive outcomes from the AEC’s endeavours will be identified in coming years.

## Funding Sources

Most access, support and engagement programmes for Aboriginal and Torres Strait Islander students at FedUni are fully funded through the Indigenous Student Success Programme with the current year acquittals identified in the ISSP 2017 Financial Acquittal report.

Other funds available for Aboriginal and Torres Strait Islander students purposes are embedded in funding for general student support services, and are not currently identified as line items. FedUni recognises that this is an area of financial reporting that needs work, and the university will be making efforts to provide reasonable estimates of other funds for the 2018 year reports.

### 1a Scholarships (2017 breakdown)

Student category	Education Costs		Accommodation		Reward		Total/ Students Assisted	
	\$	No.	\$	No.	\$	No.	\$	No.
From Regional/ Remote	\$52,500	35	12,500	5	18,400	9	83,400	49
Undergraduate	\$52,500	35	12,500	5	18,400	9	83,400	49
Post-graduate								
Other								
Total	\$52,500	35	12,500	5	18,400	9	83,400	49

Value of Scholarships awarded by the university to remote or regional students in the 2016 academic year (Section 21(3) in the Guidelines refers)	\$223,725
Value of Scholarships offered by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers).	\$232,946

### 2. Progression (access and outcomes)

As enrolment numbers at FedUni increase, progression and completion numbers have also increased from 2015 levels, with 18 higher education completions in 2016 followed by 14 completions in 2017.

Year	Student Count
2015	11
2016	18
2017	14

To support success and completion, during 2017 The Aboriginal Education Centre (AEC) has significantly increased contacts with all Aboriginal and Torres Strait Islander students through a targeted campaign of phone calls, emails, personal meetings, and functions such as:

- Cultural events
- Health information sessions
- ITAS information sessions
- Individual Learning Plan information
- Community / Aboriginal Tertiary Information Sessions

AEC staff have also adapted work practices to include structured time at all of the regional campuses to provide mentoring support to Aboriginal and Torres Strait Islander students, and the campuses more broadly.

We are strengthening internal collaborations and relationships with each of the FedUni Campuses' student engagement and support services to assist us in: (1) fostering our students social and academic needs at FedUni; and, (2) student course and pathway progression towards completion and employment.

To facilitate inclusiveness, progression and outcomes in 2017, the AEC at FedUni actively undertook a number of outreach programmes directed towards Aboriginal and Torres Strait Islander students. These included:

- Student networking opportunities with local and national Aboriginal community services and events. For example, FedUni's inaugural Aboriginal Team participated in the 2017 Indigenous Nationals (formerly known as Indigenous University Games).
- A range of on-campus events for Reconciliation Week and NAIDOC, and support was also provided for our students to participate in local community cultural and sporting events.
- A partnership with AIME has strengthened the cultural bond between our existing cohort of students and prospective Aboriginal and Torres Strait Islander students.
- The promotion of Indigenous community employment opportunities including cadetships, traineeships, identification of available job positions, and career advice, as well as promoting Indigenous student award and scholar opportunities.
- The creation of more culturally safe spaces across all campuses, which also includes the delivery of cultural awareness sessions to staff and students.
- Re-introduced an AEC Newsletter in order to promote our services and share student success stories with both the FedUni, and wider communities.

Progression, access, and success are contingent upon activities undertaken at the Faculty, School, and Directorate level. During 2017 the AEC delivered presentations to the faculties, and facilitated "meet and greet" activities between lecturers and Aboriginal and Torres Strait Islander students. Additionally, the AEC administered student surveys to assess the effectiveness of FedUni approaches to Aboriginal and Torres Strait Islander learning, and how we can better assist students' experiences at FedUni.

In referencing unit completion data for the years 2015 – 2017 it is evident from the tables below that completions for Aboriginal and Torres Strait Islander students are down 4.5%, and are still approximately 10 – 12% below unit completion rates for all Domestic students (excluding Aboriginal and Torres Strait Islander students).

**Aboriginal and Torres Strait Islander Unit Success Data:**

Year	units passed	units attempted	%
2015		343	476 72.05882
2016		411	613 67.04731
2017		393	580 67.75862

**Non-Aboriginal and Torres Strait Islander Unit Success Data (domestic students only):**

Year	units passed	units attempted	%
2015		36209	44696 81.01172
2016		36484	45944 79.40972
2017		36065	45455 79.34221

To improve unit success rates tutorial programmes have provided assistance to a total of fifteen higher education Aboriginal and Torres Strait Islander students in 2017, as identified in the following table.

	Total:	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year
Undergrad:	14	6	3	5	
Postgrad:	1	N/A	N/A	N/A	

This tutorial support is facilitated by the FedUni Aboriginal Education Centre, with staff located at both the Ballarat and Churchill campuses. Other campuses are serviced on an “as needs” basis with staff travelling to these locations. Plans are in place to expand representation onto the Berwick campus in the coming years.

Mt Helen	2 x Aboriginal Education Liaison Officers (.5 and .7) 1x Manager 1 x Administration Officer (.5)
Churchill	1 x Aboriginal Education Liaison Officer

The Aboriginal Education Centre also has a presence at the SMB Campus, Ballarat. This centre caters to the large Aboriginal and Torres Strait Islander student base in the FedUniTAFE sector with the Aboriginal Education Liaison Officer at this site working with Aboriginal and Torres Strait Islander students based at SMB, as well as Aboriginal and Torres Strait Islander VET students at the Wimmera Campus and in correctional facilities in the Western Districts of Victoria.

In 2017 a Cultural Awareness Training package was offered to all FedUni staff. This offer, designed to develop the cultural competency of staff, was taken up and successfully completed by 75 staff across all levels of the

university. Following the success of this program, FedUni is encouraging all staff to renew their cultural knowledge every two years.

## 2a Tutorial and other assistance provided (2017 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	14	500	20,467.84
	Post graduate	1	24.5	1,086.58
	Other			
	<b>total</b>		<b>524.5</b>	<b>21,544.42</b>
Indigenous Support Unit or other Indigenous student support activities	(optional breakdown of major activities or just total)			
	<b>Ballarat Campus</b>			<b>\$23,075.90</b>
	<b>Gippsland Campus</b>			<b>\$3,981.16</b>
	<b>Berwick Campus</b>			<b>\$929.76</b>
	<b>total</b>			<b>\$27,986.82</b>

## 3. Completions (outcomes)

Many of the strategic directions identified in the above section 2. *Progression (Access and Outcomes)* are relevant to this report section. FedUni utilises a range of strategies and actions to assist Aboriginal and Torres Strait Islander students gain the successful completion of their degrees.

The development of individual learning plans is actively promoted by the AEC, with Aboriginal Education Liaison Officers and other academic staff working alongside Aboriginal and Torres Strait Islander students to develop and implement these plans. ITAS tutoring for our students also assists progression and completion for Aboriginal and Torres Strait Islander students - all activities supported by ISSP funds.

In 2014 a working party identified the need for attention to Retention and Attrition. The Student Retention and Success project began and had a focus on 2015-2017. This project identified and supported students that were at risk of disengaging with Higher Education. The benefits of this work are just starting to emerge in the data we are reporting for 2016, 2017, and 2018.

Students undertake work placements within most of our degrees (for example nursing, education, engineering). For students in a degree where placement is not mandated, students are able to select a work placement unit which is usually 1 to 2 days a week for 12 weeks as an elective provided they meet the pre-



requisites. Students can apply for the Industry Placement Program in the latter case, which sees the students undertake Careers and employment related professional development, a 26 week full time placement, and students are offered a scholarship as a part of this program.

Lecturers work with employers to bring in guest speakers from industry, and many faculties and student clubs run networking activities, employer panels, and expos which all bring employers on to campus which is partly funded at times with ISSP funds however vast majority covered by the University.

Students are encouraged to attend off campus networking events and expos and are provided with financial support to cover travel where needed which is partly funded with ISSP funds however vast majority covered by the University.

In addition to work integrated learning options above, and the usual careers planning sessions, promotion of graduate positions, and application assistance, the Student Careers and Employment Service offers appointments to graduates up to two years post their course completion. Many graduates are offered fixed term positions as their first employment arrangement and the need for assistance to find that second job post-graduation is reflected by this offer of service.

The University is involved in the QILT survey which tracks students within six months of graduation. This captures employment or further study levels, in addition to the course experience questionnaire. In addition, students are automatically added in as members of our alumni and are encouraged to update their profiles and contact details. Alumni profiles are highlighted on the FedUni website, and there is also a very active LinkedIn network which is used to reach out to recent graduates to let them know about employment and study opportunities, in addition to being a resource for guest speakers at events and in class.

The University partnered with Golden Key in 2001, and in 2017 had a challenge for chapters to re-connect with members who are now in the alumni, and who are well into their career. The student activities around this project has re-engaged 140 students with the University and Chapter, some of whom have identified as Aboriginal and Torres Strait Islanders.

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

As previously identified, in 2017 the University, through the AEC, developed an Aboriginal Education Strategy that will guide activities for the University over the period 2018 – 2020. This strategy can be reviewed on the Federation University Australia website at the following location:

<https://federation.edu.au/about-us/our-university/indigenous-matters>

#### **5. Indigenous Workforce Strategy**

The Federation University Australia Act mandates the University to be 'resolute in its commitment to regional, rural and remote communities' and to be 'rigorous in its promotion of international principles'

ensuring that 'inclusion, access, support and empathy are at its core values.' The University also acknowledges that all Universities have historically underperformed against their obligations to Australia's Aboriginal and Torres Strait Islander people, and as such has taken substantive actions to redress the imbalance, including the development of a comprehensive Aboriginal and Torres Strait Islander Workforce Strategy which is publically available on the FedUni website at : <http://federation.edu.au/staff/working-at-feduni/human-resources/recruitment-and-selection/indigenous-employment>.

The Aboriginal and Torres Strait Islander Workforce Strategy underpins policies and procedures that provide:

- Provisions for Aboriginal and Torres Strait Islander trainees to be preferred candidates to fill suitable employment positions on completion
- Formalisation of its commitment to increase and retain Aboriginal and Torres Strait Islander staff through the Union Collection Agreement 2015 – 2018 Clause 11 and 53
- Support for FedUni's actions under its Reconciliation Action Plan
- For the running of a highly successful Aboriginal and Torres Strait Islander traineeship program, fully funded by the University through its HR Directorate, which has had an 80% completion rate.
- Paid work experience for Aboriginal and Torres Strait Islander students
- Professional Development Plans, including career planning, for Aboriginal and Torres Strait Islander staff, as well as support and mentoring services

In 2017 the University sought to improve and promote employment opportunities for Aboriginal and Torres Strait Islander people by filling the Manager, Aboriginal Education Centre position and Coordinator, Aboriginal and Torres Strait Islander Employment positions, and continue to have both as identified positions. The University has also made a commitment to ensuring the majority of the Aboriginal Education Centre staff are of Aboriginal and Torres Strait Islander descent.

The University is aspiring to become an employer of choice for Aboriginal and Torres Strait Islander people by creating a working environment that is culturally safe and inclusive, and the Cultural Awareness Programs described earlier are designed to assist this aspiration.

FedUni also aspires to achieve a target of 2% Aboriginal and Torres Strait Islander staff, moving to 3% over time. This will be achieved by appointing an Indigenous person at the senior executive level, an increase in Indigenous academic appointments, as well as strategies to increase general staff positions filled by Aboriginal and Torres Strait Islander peoples.

In 2017, the University was successful in increasing Aboriginal and Torres Strait Islander staffing levels to 23, across all classification types, levels, and campuses. Detail is provided in the table below.

## 5a Indigenous workforce data (2017 breakdown)

While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information below provides enhanced monitoring of the university's efforts in building its Indigenous workforce.

No	Faculty	Level/position	Perm/ >1yr		Casual/ <1yr	
			Academic	Non-academic	Academic	Non-academic
1	Faculty of Education & Arts	ACDA	Academic			
2	Federation College	HEW 9		Non-academic		
3	Federation College	HEW 5		Non-academic		
4	Federation College	HEW 4		Non-academic		
5	Federation College	HEW 4		Non-academic		
6	Federation College	HEW 5		Non-academic		
7	Federation College	HEW 5		Non-academic		
8	Federation College	HEW 5		Non-academic		
9	Federation College	HEW 5		Non-academic		
10	Federation College	HEW 5		Non-academic		
11	FedUni TAFE	T5		Non-academic		
12	Human Resources	HEW 5		Non-academic		
13	Marketing & Public Relations	HEW 3		Non-academic		
14	University Registrar's Directorate	HEW 3		Non-academic		
15	Information Technology Services	HEW 6		Non-academic		
16	Campus Life	Casual Fitness Instructor				Non-academic
17	Federation College	Casual Teacher				Non-academic
18	Library Services	Casual Admin				Non-academic
19	Library Services	Casual Admin				Non-academic
20	CLIPP	Student Mentor Casual				Non-academic
21	Campus Life	Trainee		Non-academic		
22	Federation College	Trainee		Non-academic		
23	Federation College	Trainee		Non-academic		

## 6. Indigenous involvement in decision-making

### *Indigenous Governance Committee*

Federation University Australia's Indigenous Governance Committee (IGC) reports through the Chair to the Vice-Chancellor, with a brief to advise on, review and make recommendations related to the acquittal of all financial operations supporting the education and employment outcomes of Indigenous students and

staff. The IGC meets the requirements for Indigenous Governance as specified in *Indigenous Student Assistance Grants Guidelines 2017*.

The Committee oversees expenditure related to funding from the following:

- Federal Government Indigenous Student Success Program (ISSP)
- Federal Government Higher Education Participation and Partnerships Program (HEPPP).
- Victorian State Government Wurreker Implementation Plan.

The IGC also has oversight of any other internal or external funding sources used to support ATSI students or staff.

Current membership of the IGC consists of 13 Aboriginal members out of 19. All members of the Committee have appropriate skills and experience. Members on the IGC in some cases have had extensive years of service in the area of their expertise (as noted below). Membership during the 2017 reporting year included:

- Jasmine Graham, Chair, Manager, AEC, 6 months
- Shirley Fraser, Executive Director, Federation College, 7 years
- Assoc Prof Geoff Lord, Chair, RAP Committee, Head of Campus, Wimmera, 2 years
- Sheree Lowe, Chair, Ballarat Local Aboriginal Education Consultative Group, 2 years
- Abbie Lovett, Chair, Gariwerd LAECG, 14 months
- Vera Briggs, Chair, Morwell LAECG, 6 months
- Peter Lovett, VAEAI Rep., Marrung AEP, 7 years
- Vera Harold, Chair, Traralgon LAECG, 10 years
- Katrina Beer, HR Rep, 8 months
- Lisa Pickering, HR Rep, 2 years
- Sharyn Crawford, Finance Rep, 1.5 years
- Helen Machin, Finance Rep, 4 years
- Jeremie van Delft, Director, Student Connect, 2.5 years
- Ashlee Rodgers, Aboriginal Education Liaison Officer (AELO), 7 Years
- Rhianna Milliken, AELO, 6 Years
- Nicholas Johnston, AELO, 4 Years
- Shanaya Sheridan, AELO, 3 Years
- Emma Milliken, Exec. Officer, AEC, 10 months
- Nicola Ingram, Aboriginal Student Senate Member, 6 months

Meetings of the IGC are held quarterly, with key agenda items including:

- Financial reporting on expenditures associated with ISSP, HEPPP, Wurreker and other funding programmes.
- Scholarships, incl. applications, support, and processes

- Curriculum developments
- Community and cultural programmes and events
- Reports from Academic Board, Curriculum Committee, and various University Committees with respect to Aboriginal and Torres Strait Islander strategies and plans
- RAP strategy and implementation

An overriding aim of the IGC is to facilitate and monitor “whole of University” responses to issues of relevance to Aboriginal and Torres Strait Islander students, staff and community, with an emphasis on positive outcomes and ensuring financial accountability to funding bodies.

### ***Other Indigenous Governance Involvement at FedUni***

As well as the activities of the IGC, indigenous involvement in decision making at FedUni is also achieved by having ATSI representation on standing committees of the University. The Manager, AEC is a member of Academic Board, RAP Committee, Learning & Teaching Committee and the Social Inclusion Committee, and represents ATSI interests on various Faculty, School and College Boards.

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

As the Chair of Federation University Australia’s Indigenous Governance Committee (IGC) for the past 14 months, I can confirm that I and the committee have been actively involved in and aware of all matters pertaining to ISSP reporting, governance and expenditure as it relates to our Aboriginal and Torres Strait Islander students and staff. FedUni’s IGC has overseen, directed, and reviewed FedUni’s activity as it relates to ISSP in order to ensure ISSP funding is utilised in accordance with the Explanatory Statement and guidelines.