

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Performance Report

Organisation	Federation University Australia		
Contact Person	Associate Professor Sam Henson, Head of Campus (Ballarat), Office of the Vice Chancellor		
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Acknowledgement of Country

Federation University Australia shares with Reconciliation Australia and Universities Australia in affirming the special place and culture of Aboriginal and Torres Strait Islander people 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)

Institution Name:	Federation University Australia							
Indigenous Student Success Program	2014		2015		2016		2017	
	Actual	Position	Actual	Position	Actual	Position	Actual	Position
EFTSL	45.81	38	60.4	39	80.33	37	73.63	38
EFTSL – Regional & Remote	38.99	28	50.61	26	63.79	26	58.8	28
Success Rate (units passed/units attempted)	78	14	77.08	18	73.68	22	72.83	24
Completions (head count)	4	40	10	39	17	36	14	38

The comparative Aboriginal and Torres Strait Islander student data for the years 2014-2017 supplied by the Commonwealth (table above) and updated with FedUni's 2018 enrolment data (see table below) indicates an improvement in EFTSLs, Success Rate and Completions when comparing 2017 to 2018. However the EFTSL for Regional and Remote students has dipped slightly from 58.8 to 57.5. It is particularly pleasing to note the increase in successful completions, from 14 in 2017 to 19 in 2018.

Federation University Australia	2018 Actuals Data
EFTSL	75.50
EFTSL - Regional & Remote	57.5
Success Rate	76.95
Completions	19

During 2018 FedUni undertook a number of initiatives designed to increase access, success rates, and completions of Aboriginal and Torres Strait Islander students. The university has put in place mechanisms to significantly raise the profile of the Aboriginal Education Centre (AEC) and has sought to improve Aboriginal and Torres Strait Islander student outcomes by creating a more culturally inclusive University. These efforts will continue, with Schools and Directorates taking more line management responsibility for ensuring Aboriginal student outcomes.

To enhance the profile of the AEC, and to help communicate the importance of its role, in 2018 the line management of the AEC moved into the Vice Chancellor's Office, with a direct reporting line through a Head of Campus to the Vice Chancellor. This shift from the Executive Director Federation College to the VCO will ensure open communication channels across the whole university, including VET, TAFE and higher education.

Our Access and Equity Scheme (SEAS) allows applicants applying to study FedUni programs to apply for recognition that they may have experienced educational disadvantage. Our goal is to open the doors to study to those who have the ability to succeed. Students can be allocated a maximum of 20 aggregate points across all categories and Personal Information and Location as an Aboriginal and/or Torres Strait Islander student can receive 10 points in this category.

Funding Sources

The Indigenous Student Success Program continues to be the predominate funding source for Aboriginal and Torres Strait Islander student support and engagement programs at FedUni as identified in the 2018 Financial Acquittal report.

In 2018 FedUni increased its financial investments in Aboriginal business due to the campaign by the AEC and the Office of the Vice Chancellor to lift the understanding of a need for a "whole of university" approach towards increasing Aboriginal student support and success. Investments by the University, its Schools and Directorates continue to contribute to making FedUni a culturally inclusive university. An estimate of these University funded investments and expenditures are identified in the table below, which should be read as an adjunct paper to the Financial Acquittal document attached to this report.

Directorate, Campus or School	Activities	Costs, or In-kind Estimates
Berwick Campus	AEC centre established 46sq meters of space, Signage, access.	\$23,550
Facilities Services	Naming of student commons area as Gnarrwurring Karrung (Learning Place) incl. signage, artwork, and opening ceremony.	\$1,000
Campus Life	Bush Foods Garden – materials, plants, signage Lunch time soup by the campfire Elders' Visit support Student engagement and educational activities incl. promotion of NAIDOC week and Reconciliation activities	\$3,700 \$100 \$237 \$94.84
Ballarat Tech School	Signage, program development, and delivery to assist with cultural inclusivity and FedUni's goals	N/A
Student Connect	Cultural Protocol Banners	\$2,500
Chief Operating Office, incl. HR & Registrar	Cultural awareness programs and specific Aboriginal Trainee program. Graduations -Welcome to Country (Registrar) Protocol banners, posters, Aboriginal flags for campuses and promotional material (marketing)	\$202,000
TOTAL		\$233,181.84

The Ballarat Tech School under a formalised partnership with FedUni, have clearly provided significant support to Aboriginal business through the provisions of dual naming in signage, cultural inclusions in the building design of the facility, as well as Aboriginal specific program development and delivery in the curriculum. The Ballarat Tech School is a centre of science, technology, engineering and mathematics (STEM) excellence that engages students from partner schools in a high-tech learning environment and whilst Ballarat Tech School is externally funded through the Victorian Department of Education and Training, its facilities are integrated closely with FedUni activities and programs. The facility is managed by FedUni, is located on our SMB

Campus, and is recognised by the broader community as contributing to the overall life of FedUni.

Aboriginal students participating the Ballarat Tech School Aboriginal specific programs and broader programs are gaining exposure to post compulsory education options with FedUni and have an increased awareness of the supports provided by the AEC. In time we anticipate the results of these actions will be students choosing pathways into our university.

In 2018 the University Registrar's Directorate held a total of thirteen graduation ceremonies and arranged three Welcome to Country address provided by Elders from the local Registered Aboriginal Parties at the commencement of these ceremonies, something which previously have never occurred.

In 2018 the Australian Indigenous Mentoring Experience program (AIME) was supported by FedUni independent of any HEPPP funding, to roll out their program seeing the following involvement by Aboriginal Secondary School Students and Aboriginal students of FedUni;

2018 AIME

Gipps	Total	Mt Helen	Total
ATSI Mentors	1	ATSI Mentors	6
ATSI Students	136 (Participated)	ATSI Students	169 (Participated)

AIME support consisted of office space and overheads, delivery locations, office administration support, community engagement activities in conjunction the AEC as well as internal marketing opportunities to attract AIME mentors.

1 Scholarships (2018 breakdown)

Student category	Education Costs		Accommodation		Reward		Total/ Students Assisted	
	\$	No.	\$	No.	\$	No.	\$	No.
From Regional/ Remote								
Undergraduate	\$61,014	23	\$17,500	4	\$70,000	24	\$148,514	51
Post-graduate	\$3,000	1					\$3,000	1
ICECS and ICAS Semester 1	\$14,718	11	\$8,032.5	3			\$22,750.5	14

ICECS and ICAS Semester 2	\$10,704	8	\$5,355	2			\$16,059	10
Other Awarded Scholarships and grants (University-funded)							\$12,300	14
Total	\$89,436	43	\$30,887.5	9	\$70,000	24	\$202,623.50	90

Value of Scholarships awarded by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)	\$ 232,946
Value of Scholarships <u>offered</u> by the university to remote or regional students in the 2018 academic year (Section 21(3) in the Guidelines refers)	\$222,623.50

The rewards scholarships were awarded to 24 of our students undertaking a Higher Education degree. The Aboriginal Education Liaison Officers identified eligible students based on whether they met the requirements for a reward based on the criteria that was created by our AEC in partnership with the Indigenous Governance Committee, this criteria included:

- Use of the Aboriginal Education Centre services and supports
- Participation in events facilitated by the AEC and broader University
- Participation in Tutoring services
- Financial hardship
- Personal hardship
- End of second year students to support in coming back for final year
- High achieving students

FedUni offer Foundation Scholarships to all students however 2018 data shows only one Aboriginal student applying for this. FedUni and the AEC expect to see a significant uptake in coming years due to an increased focus on communication and promotion of such scholarships. The AEC also delivered \$1300.00 in vouchers (book vouchers and pre-paid eftpos vouchers) to students in 2018.

An additional 5 Aboriginal and or Torres Strait Islander students were verbally offered Indigenous Commonwealth Scholarships by the Aboriginal Education Liaison Officer Staff; 5 Indigenous Commonwealth Education Costs Scholarship (ICECS); 1 Indigenous Commonwealth Accommodation Scholarship (ICAS). This would have been to the value of \$20,000. However, the students did not take up their offer.

2. Progression (access and outcomes)

To support success and completion, during 2018 the AEC and Office for the Vice Chancellor lead major projects of significance to increase cultural inclusivity within the University which included:

- The first ever dual named facility at any FedUni campus - Gnarrwurring Karung (Learning Place in Wadawurrung language)
- The first ever Aboriginal foods garden at the University residence Wayne- Gurr-Derrk (Good Ground in Wadawurrung language)
- Collaborating with Ballarat Tech School to employ Aboriginal staff to develop and deliver Aboriginal content into their program as well as dual naming for majority of their class rooms and learning spaces.

The AEC also continued the targeted campaign of student contact and functions such as:

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

During 2018 the Universities Academic portfolio underwent a restructure and saw new Deans and Directors appointed. The Head Ballarat Campus and Manager AEC met with various groups to deliver presentations and advocate for whole of University approach for Aboriginal student success. The forums and committees attended included;

- Deans and Directors Committee
- High Degree by Research Committee
- TAFE Education Managers Committee

To improve unit success rates tutorial programmes have provided assistance to a total of sixteen (one more than last year) higher education Aboriginal and Torres Strait Islander students in 2018, as identified in the following table.

	Total:	1 st year	2 nd year	3 rd year	4 th year
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Undergrad:	14	4	6	3	1
Postgrad:	2				

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. In 2018 during Reconciliation Week the launch of the new Aboriginal Education Centre at the Berwick Campus occurred. This centre was fully funded from the University independent of ISSP funds and the Aboriginal Education Liaison Officer based at the Churchill campus is located there once a month to service the Aboriginal and Torres Strait Islander students. During 2019 FedUni will explore ways to have this staffed by an Aboriginal employee.

Mt Helen	2 x Aboriginal Education Liaison Officers (.6 and .6) 1x Manager 1 x Administration Officer (.5)
Churchill	1 x Aboriginal Education Liaison Officer
Berwick	Services provided by Churchill AELO with an aim to appoint staff in 2019

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 2018 an intensive review of the current Cultural Awareness Training package was undertaken resulting in a redeveloped more robust version of the program being developed in collaboration with HR and the AEC. This program commenced roll out late 2018 and was offered to all FedUni staff with a total of 44 staff completing this across all levels of the university. This strategy has been funded by the University independent of ISSP funds. 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 (2018 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	14	499.53	
	Post graduate	2	116.15	
	Other			
	total	16	615.68	30,127.53
Indigenous Support Unit or other Indigenous student support activities	(optional breakdown of major activities or just total)			
	total			
Add other categories as relevant				

Completions (outcomes)

In 2018 the AEC and FedUni have continued to build on the strategic directions as outlined in the above section 2. *Progression (Access and Outcomes)*. FedUni continues to utilise a range of strategies and actions to assist Aboriginal and Torres Strait Islander students gain the successful completion of their degrees and is committed to growing the whole of university responsibility.

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 and with a slight increase in uptake in comparison to 2017.

In 2018 an Aboriginal Education Liaison Officer was tasked to dedicate time to increasing personalised support with third and fourth year Aboriginal and Torres Strait Islander students. This personalised supports included an increase in phone calls and direct visits with students face to face.

The AEC allocated additional ISSP funds to tutoring for students in this cohort and increased financial services through provisions of book vouchers and prepaid eftpos vouchers in an attempt to alleviate financial pressures or part time work opportunities impinging time to

complete study. Through our qualitative observations the AEC engaged with more Aboriginal and Torres Strait Islanders students in 2018 at our cultural and engagement events, and more of our students accessed the AEC for general adhoc social contact during the year.

3. Indigenous Education Strategy accessible by public

In 2017 the University, through the AEC, developed an Aboriginal Education Strategy that guides activities for the University over the period 2018 – 2020.

During 2018 65% of the Key Performance Indicators within the Aboriginal Education Strategy have been achieved. The indicators achieved are focused on the participation of local Aboriginal communities in University events and education opportunities, addressing systemic barriers inhibiting Aboriginal participation and an enhanced collaboration between the University and local Aboriginal communities as well as promotion of cultural protocols and practices within the University to increase cultural competency.

This strategy can be reviewed on the Federation University Australia website at the following location:

https://federation.edu.au/_data/assets/pdf_file/0016/421234/AES-document.pdf

4. Indigenous Workforce Strategy accessible by public

Federation University Australia (FedUni) has undertaken a major review of the University's Aboriginal and Torres Strait Islander Peoples' Workforce strategy, policy and procedure, to ensure it reflects and meets FedUni's Transforming Lives and Enhancing Communities Strategic Plan 2018–2022, and in particular the strategic priority aiming to be a preferred employer and education institution for Indigenous staff and students.

The five key changes included an increase in targets and governance, cultural inclusion and safety, community engagement and outreach, as well as employment opportunities, recruitment, retention and staff development with key performance indicators. The Aboriginal and Torres Strait Islander Peoples' workforce strategy, policy and procedure has included extensive consultation which has taken place internally and with the wider University

community including Aboriginal and Torres Strait Islander communities in Gippsland, Berwick, Melbourne, Ballarat and Horsham.

The requirements under section 12 of the Indigenous Student Success Program Guidelines is embedded throughout the Aboriginal and Torres Strait Islander Peoples' Workforce strategy, policy and procedure and have prioritised the following:

- An overall increase to 3%;
- Key performance indicators for each of the five major key objectives;
- A focus on increasing academic staff;
- Career advancement and professional development and
- Aspire to recruit at least one Aboriginal and/or Torres Strait Islander person as a senior executive employee or equivalent.

The main objective of the Aboriginal and Torres Strait Islander peoples' workforce strategy, policy and procedure, is to contribute towards substantive equality for Aboriginal and Torres Strait Islander peoples' in employment outcomes. Federation aims to reach national parity for employment of Aboriginal and Torres Strait Islander peoples', which currently sits at 3%. It is envisaged through the Professional Review and Development Program that Aboriginal and Torres Strait Islander Staff both professional and academic are being supported to undertake relevant training and staff are given the opportunities to be able to expand on their knowledge and supported to undertake secondment opportunities. This will allow FedUni to achieve an equilibrium across all positions as well as upskilling staff.

FedUni recognises Aboriginal and Torres Strait Islander peoples' employment outcomes are a whole-of-University responsibility and Aboriginal and Torres Strait Islander peoples' need to have a presence across the academic and professional workforce and achieve positive employment outcomes based on ability and passion.

The University is committed to employing an Aboriginal and/or Torres Strait Islander person in a senior position as the Pro-Vice Chancellor, Deputy Vice-Chancellor or equivalent level with the aim of having this in place by first quarter of 2020.

FedUni currently has an employment rate of 1.57% Aboriginal and Torres Strait Islander staff members equating to 22 staff (19 full-time equivalent) and as a University are striving to achieve an overall target of 3% by 2023. FedUni are aiming to do this by enacting the Victorian Equal Opportunity Act 2010 Section 12, 28 and 88 and create up to 17 targeted professional and academic positions at all levels over the next three years.

Federation's Aboriginal and Torres Strait Islander Workforce Advisory Committee will play an imperative role to monitor progress, revising strategies and including balanced perspectives

of Aboriginal and Torres Strait Islander communities by having a 50% committee composition of Aboriginal and Torres Strait Islander peoples’.

Federation University Australia’s Strategic Plan Transforming Lives and Enhancing Communities Strategic Plan 2018–2022 is published on the website and can be found by clicking the link below:

https://federation.edu.au/_data/assets/pdf_file/0010/284248/feduni_strategic_plan_2018-2022.pdf

Federation University Australia’s Aboriginal and Torres Strait Islander Peoples’ Workforce Strategy 2018 – 2020 can be found on the website by clicking on the following link:

https://federation.edu.au/_data/assets/pdf_file/0011/419096/ATSI-Workforce-Strategy-2018-2020.pdf

Federation University Australia’s Aboriginal and Torres Strait Islander Peoples’ Workforce Policy and Procedure was approved on the 6 March 2019 by the University Council.

http://policy.federation.edu.au/human_resources/aboriginal_torres_strait_islander/ch1.pdf

http://policy.federation.edu.au/human_resources/aboriginal_torres_strait_islander/ch2.pdf

5a Indigenous workforce data (2018 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	Level/position	Permanent		Casual and Contract	
		Academic	Non-academic	Academic	Non-academic
1	ACDA	Academic			
2	HEW 9		Non-academic		
3	HEW 5		Non-academic		

4	HEW 4		Non-academic		
5	HEW 5		Non-academic		
6	HEW 5		Non-academic		
7	HEW 5		Non-academic		
8	HEW 5		Non-academic		
9	HEW 5		Non-academic		
10	HEW 5		Non-academic		
11	T5		Non-academic		
12	HEW 5		Non-academic		
13	HEW 3		Non-academic		
14	HEW 3		Non-academic		
15	HEW 7		Non-academic		
16	HEW 5		Non-academic		
17	Trainee		Non-academic		
18	Trainee		Non-academic		
19	Trainee		Non-academic		
20	Trainee		Non-academic		
21	Casual Fitness Instructor				Non-academic
22	Sessional Academic			Academic	
23	Sessional Academic			Academic	
24	Sessional Academic			Academic	
25	Sessional Academic			Academic	
26	Sessional Academic			Academic	
27	Sessional Academic			Academic	
28	Sessional Teacher			Academic	
29	Sessional Academic			Academic	

	Past Performance				Minimum ISSP Target
	2015	2016	2017	2018	
Total Indigenous Staff Number	14	15	16	19	
Total number of staff as per Annual report				1250	
Percent				1.57%	3%

5. Indigenous involvement in decision-making

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)
- Victorian State Government Wurreeker Implementation Plan.

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

2018 membership of the IGC consisted of 11 Aboriginal members out of 18. 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 2018 reporting year included:

- Jasmine Graham, Chair, Manager, AEC, 18 months
- Shirley Fraser, Executive Director, Federation College, 7 years 6 months
- Assoc Prof Sam Henson, Head of Campus, Ballarat, Office of the Vice Chancellor, RAP Committee Member 5 years
- Assoc Prof Geoff Lord, Chair, RAP Committee, Head of Campus, Wimmera, 3 years
- Sheree Lowe, Chair, Ballarat Local Aboriginal Education Consultative Group, 3 years
- Vera Briggs, Chair, Morwell LAECG, 18 months
- Peter Lovett, VAEAI Rep., Marrung AEP, 8 years
- Vera Harold, Chair, Traralgon LAECG, 11 years
- Katrina Beer, HR Rep, 20 months
- Lisa Pickering, HR Rep, 3 years
- Sharyn Crawford, Finance Rep, 2 years
- Helen Machin, Finance Rep, 5 years
- Jeremie van Delft, Director, Student Connect, 3.5 years

- Ashlee Rodgers, Aboriginal Education Liaison Officer (AELO), 8 Years
- Rhianna Milliken, AELO, 7 Years
- Nicholas Johnston, AELO, 4 Years
- Shanaya Sheridan, AELO, 4 Years
- Emma Milliken, Exec. Officer, AEC, 22 months

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

- Financial reporting on expenditures associated with ISSP, Wurreker and other funding programmes.
- Scholarships, including 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.

During late 2018 a review of the Indigenous Governance Committee occurred resulting in a remodel ready for roll out in 2019 which will see less pressure for the same Aboriginal members to be representing similar issues at numerous committees. The new TOR will create a more efficient way for Local Aboriginal Consultative Groups (LAECG) /Aboriginal decision making to occur at the IGC.

Other Indigenous Governance Involvement at FedUni

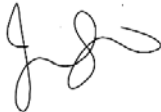
As well as the activities of the IGC, Indigenous involvement in decision making at FedUni is also achieved by having Aboriginal representation on standing committees of the University. The Manager, AEC is a member of Academic Board, RAP Committee, Learning & Teaching Committee and the Social Inclusion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

Link to Governance at FedUni; <https://federation.edu.au/about-us/our-university/indigenous-matters/aboriginal-education-centre/governance>

6a. Statement by the Indigenous Governance Mechanism

As the Chair of Federation University Australia's Indigenous Governance Committee (IGC) during 2018, 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.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Graham', with a stylized, cursive style.

Jasmine Graham

Chairperson

Indigenous Governance Committee

Federation University Australia