

# Indigenous Student Success Program

## 2021 Performance Report

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### 1. Enrolments (Access)

IERC has a number of different strategies to improve access to university for Aboriginal and Torres Strait Islander students.

The JCU Indigenous Winter School program is run in collaboration with the academic colleges of the university. This is a one-week residential course for Year 10, 11 and 12 students to provide them first-hand experiences in higher education studies. Unfortunately, the program was cut short in 2021 when Townsville went into lockdown on the third day of the program.

The JCU Indigenous Summer Program is a one-week program for 20 prospective Indigenous students aged from 17 to 25. This is an enabling program designed to improve student's preparedness for university study with learning activities in Math, Chemistry and English.

In 2021, JCU held virtual open days, in which IERC staff participated. The open days and information distributed on the JCU web and through newsletters and brochures provided information to prospective students on entry requirements, the application process, pathway courses and support services. The different information sources all provide information on the services and pathways for Indigenous students.

In 2021 IERC continued to foster our connections to local high schools and support organisations including Stars Foundation, QATSIF, Clontarf, Cowboys House, Connect n Grow, to promote our outreach programs.

Covid-19 affected JCU Indigenous students as it did all Australians, in order to assist students to manage the changes to study brought about by Covid-19 an advice page was established <https://www.jcu.edu.au/covid-19-advice/information-for-students>

IERC provided facemasks and hand sanitiser to Indigenous students, and continued to undertake the three weekly check in with all students. During the regular contacts IERC staff kept in mind the strain Covid-19 was placing on the mental health of many people and were able to provide pastoral support and where appropriate direct students to services available to assist with maintaining their wellbeing such as JCU's Wellbeing and Counselling Services.

JCU offers four bridging courses for students who do not meet entry requirements into Bachelor degrees. The below programs are funded by JCU, with additional support for Indigenous students in these programs provided by IERC staff.

- JCU Prep is a pathway course that is ideal for students who do not have an ATAR score or recognised experience and wish to gain entry into the Diploma of Higher Education. This online short course prepares students for university through four weeks of intensive online study and experiential learning activities. This program introduced in 2021.
- The Tertiary Access Course (TAC), this is a pathway course for mature-age students or school leavers who do not have an ATAR score or recognised experience. The program has no subject fees but there is a Student Services and Amenities Fee for each subject however, these fees can be deferred.
- Certificate of Higher Education (CHE) this course is designed for students who meet the entry score (ATAR) for your preferred Bachelor degree but are missing one or two pre-requisite subjects. Students are able to study those pre-requisite subjects in short intensive block modes.
- Diploma of Higher Education (DHE) is designed to help students build skills of academic enquiry. Graduates who successfully complete JCU's Diploma of Higher Education meet the entry requirements necessary to enter into many JCU Bachelor degrees and students may be eligible for advanced standing for some of the subjects completed as part of the diploma.

In 2021 IERC supported 29 students in the TAC program, 2 students in CHE, and 79 in the DHE.

Another strategy to increase enrolment of Aboriginal and Torres Strait Islanders is the implementation of conversion calls to every Indigenous applicant to JCU, these calls allow IERC staff to explain course entry requirements, provide information on alternative entry, scholarships and support services available.

All commencing students receive a welcome pack that includes stationary supplies and information on the services provided by both IERC and JCU more broadly. Commencing students' enrolled fulltime received a scholarship of \$1000. To encourage full time enrolment and reward academic achievement, all continuing full time students with a GPA of four or above are eligible for an annual scholarship of \$1300.

Access to university is often hindered by financial concerns, JCU attempts to alleviate some of this with scholarships. JCU has 23 scholarship programs specifically for Indigenous students with 71 other scholarships open to Indigenous and non-Indigenous students. IERC Student Support staff assist Indigenous students to identify and apply for scholarships offered by JCU and external bodies. IERC also liaises with external support providers to identify internship and cadetships available to students. In 2021 IERC also administered a number of externally funded scholarships

- Townsville Hospital and Health Service (THHS) scholarship provides 12 scholarships of \$6000 each for Nursing and Midwifery students studying in Townsville.
- In 2021, the Sisters of Saint Joseph established the Mary McKillop Today First National Tertiary Scholarship; this scholarship provides a \$5000 payment to two Indigenous undergraduate students.
- Amuthan Memorial Indigenous Scholarship provides \$6000 per year to Indigenous undergraduate students; the scholarship is funded by the Sundarum family.
- David Suzuki Scholarship in Natural Resource Management for Indigenous Australians. This scholarship provided up to \$3000 per year for Indigenous students in courses of relevance to Natural Resource management. This Scholarship is funded by the David Suzuki Foundation

Opportunity for casual work as an Indigenous Student Ambassador also provides some financial assistance to students. Whenever engaging students in this way IERC are mindful not to interfere with a student's study commitments.

Academic achievement is encouraged through the annual Indigenous Academic Achievement Awards; this event was held in September 2021. This is a significant event in the annual calendar attended by IERC staff, JCU Executive and College staff, students, Traditional Owners and community members. The awards recognise one male and one female student with the top academic results in thirteen different disciplines with an Achievement Certificate and \$1000. In addition to the academic awards, two students who have demonstrated perseverance, persistence and commitment to their studies are presented with the Spirit Award. The event itself is funded through HEPPP, academic achievement awards were funded through ISSP and the Spirit Award by the Townsville City Council.

Indigenous Year Enrolments	2020	2021
#	768	811
% JCU	5.488%	5.582%

2021 enrolment numbers were affected by Covid-19 disruptions, due to uncertainty, increased family commitments and changes to course delivery modes some students chose to defer their studies however IERC was able to improve on both the total number of Indigenous students enrolled from the previous year and the percentage of Indigenous students in relation to total enrolments at JCU.

**Table 1 ISSP Scholarships - breakdown of 2021 payments<sup>[i]</sup>**

	Education Costs		Accommodation		Reward		Total <sup>[ii]</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling <sup>[iii]</sup>					14,300	14	14,300	14
Undergraduate <sup>[iv]</sup>	15,000	4			324,400	268	342,400	272
Post-graduate <sup>[v]</sup>								
Other								
<b>Total</b>	15,000	4			338,700	282	356,700	286

## 2. Progression (outcomes)

IERC has a comprehensive approach to improving retention and progression rates of Aboriginal and Torres Strait Islander students.

IERC employs 15 fulltime student support staff; they are supported by 4 administrative staff, and an Indigenous Programs Coordinator. The Student Support team work closely with the Academic and Research staff of IERC to promote opportunities for Postgraduate study and Research careers.

The Centre employs casual tutors to deliver one on one tutoring to students and currently have 194 tutors registered. As a result of Covid-19 restrictions students were given the opportunity to choose between face-to-face or online tutoring, this gave students greater flexibility and alleviated concerns around travel and personal interactions.

The Student Support staff case manage each student individually using a specially designed case management database. This database was particularly helpful during the Covid-19 lockdown as staff had full access to the student's notes while working from home. Regular three weekly contacts with students was maintained and there was no disruption to the development of individual learning

plans and monitoring of academic results whilst working from home and online learning arrangements were in place.

The Academic Support Advisors employed at IERC develop and implement effective learning support strategies for Indigenous students to ensure they progress and complete their degree programs. The Academic Advisors utilise data analytics to track and monitor student's academic progress. Individual learning support plans are developed for each student and the effectiveness of early intervention strategies are evaluated and refined at staff planning sessions following each major study period.

The role of Student Support Advisors is crucial for students transitioning to university, the majority of whom are first in family to attend a university. The Student Support Advisors have a vital role in keeping students informed of changing circumstances within the university, which has been particularly important during the pandemic. The connection the Student Support Advisors have with students was crucial in identifying students who were having difficulty with the online delivery of subjects, often due to limited access to appropriate resources. For students at all year levels the Indigenous Student Support Advisors assist students to resolve and overcome personal challenges and to persist with their course of studies. They are the key point of contact for all Indigenous students for the duration of their course, and provide ongoing mentoring, advice, advocacy, and referrals to other support services where required, including but not limited to advice on;

- Preparing for exams
- Living away from home
- Dealing with stress and anxiety
- Accessing scholarships
- Accessing Abstudy
- Prioritising study load
- Maintaining health and wellbeing
- Keeping focused on their passion and direction

IERC provides a welcoming and culturally safe environment for students. The Centres on both campuses are well equipped and Staff are available to assist students throughout the day. The facilities include study areas, computers, printers, textbooks and kitchen facilities. Healthy snacks such as Fruit & Nuts, Tea, Coffee and milk are available every day. Indigenous students have access to the Centres 24 hours a day through swipe card access.

To encourage the family atmosphere of the centres IERC holds several events throughout the semesters to provide opportunity for students to connect with Centre staff and the support services. Events allow commencing students to connect with other students, develop friendships, and support networks. The Indigenous Student Ambassadors employed by IERC play an important role in fostering these support networks across year levels and study areas. In 2021 we held Orientation and welcome events at the beginning of each semester and students lunches throughout the year for events such as NAIDOC week, RUOK day, end of semester to name a few.

IERC Student Support staff strongly encourage the uptake of tutoring for all Indigenous students, whether a high achieving or struggling students, staff explain the benefits of tutoring in improving academic results. The introduction of a case management system that also manages the tutor interactions has allowed for much closer evaluation of the impact of tutoring on student success.

JCU has a student progression policy that monitors the progression of all students, identifying students who have failed subjects and are at risk of not progressing through their course. IERC staff review the progression of all Indigenous students through this system but also use analytics of student interaction with the LearnJCU platform to monitor student engagement with the course materials and submission of assignments, this enables staff to identify students at risk during the semester rather than waiting until the release of results. IERC's case management database also provides analysis of overall student results and enables staff to identify which subjects/study areas are of most concern to students. This analysis allowed IERC staff to identify students who may require additional support in these subject areas and develop workshops and other intervention strategies.

**Table 2 Tutorial assistance provided in 2021**

Level of study	Number of unique students assisted <sup>1</sup>	Total number of tutorial sessions attended <sup>2</sup>		Total hours of assistance <sup>3</sup>	Expenditure <sup>4</sup> (\$)
Enabling	110	1058		1058	59833
Undergraduate	389	5468		5468	309229
Postgraduate	18	645		645	36476
Other					
<b>Total</b>	517			7171	\$405538

- Each tutorial session is 1 hour so number of sessions and number of hours is the same

### 3. Completions (outcomes)

Completed in Last 6 Years	2016	2017	2018	2019	2020	2021
Indigenous	74	75	106	142	148	126

IERC has an individual case management approach for each student which provides the support and encouragement required for students to remain focussed on their studies, the academic support provided by the IERC staff and individual tutors enables students to progress through their courses to graduation and professional careers.

Graduation numbers in 2021 were affected by Covid-19 as many students experienced increased family commitments and therefore chose to reduce their study load to accommodate these additional demands on their time. JCU's introduction of Tri-semesters for some courses also resulted in some students taking a lesser study load in 2021, whilst adjusting to the new system, which delayed their course completion.

The ongoing impacts of Covid-19 affected students in many and differing ways, IERC staff worked with JCU Counselling and Wellbeing staff to assist students in building resilience and maintaining their focus on studies. IERC staff are committed to making a difference in the lives of Indigenous Students and we are proud to report that even with the Covid-19 disruptions in 2021 completion

rates amongst Indigenous students was still significantly higher than those in the years prior to the implementation of the case management approach.

#### **Funding sources for JCU's support for Indigenous Students:**

- IERC Scholarships and Academic Achievement Awards - ISSP.
- Casual tutors- ISSP
- Student support roles in IERC- ISSP.
- The hosting of the Indigenous Student Awards Night - Higher Education Participation and Partnerships Program (HEPPP)
- Provision of stationary packs, personal hygiene packs, student lunches and healthy snacks- JCU's SSAF.
- The Winter and Summer School programs – ISSP, HEPPP & JCU Colleges.
- Administrative staff who provide support with the centre events and support administrative activities of the Teaching and Student Support staff - JCU.
- Services to Alumni funded predominately through JCU however, the additional support provided by the IERC Student Support staff is an ISSP initiative.
- JCU Career and Counselling – JCU
- JCU student Association - JCU's SSAF.
- University Specialist Employment Partnership- JCU
- Indigenous student Ambassadors – JCU's SSAF
- Each Centre has a variety of Text books and study materials available – JCU's SSAF

## **4. Regional and remote students**

As a regional University, we work closely with stakeholders in our region to encourage and support students to attend university. We work with the School CECs, Traditional Owners, Community leaders and Community organisations such as STARS Foundation, Clontarf, Cowboys House, and QATSIF.

IERC staff contact all Indigenous students who have applied to JCU to provide information on course entry requirements, access programs, accommodation options and scholarships. The IERC website also provides information and contact details for students considering university.

IERC Pre–programs improve capacity for tertiary study and build aspiration. We fund travel and accommodation costs for students from regional and remote areas to attend these programs. In 2021, we had students attending from across the regions including Cairns, Townsville Ayr, Torres Strait, Mt Isa, Mackay, Yeppoon, Humpty Doo, Palm Island, Alstonville, Tully, Biloela and more. We understand that moving from regional and remote communities to attend university can be daunting; the Winter and Summer School programs are designed to alleviate some of those concerns by providing an opportunity for students to become familiar with the university setting and the Student Support staff.

Covid-19 created some unique concerns for our students with many unable to travel from home to university or conversely return home during university breaks due to community lockdowns and travel restrictions. IERC staff were aware of the impact this could have on students mental health and wellbeing and made particular effort to connect with students listen to their concerns and provide support and advice. For students studying externally due to the pandemic IERC posted care packages including stationery and study materials to these students.

To encourage university study IERC staff attended Career expos at local schools in our region including Cairns, Townsville and Thursday Island. We also distributed a Centre Newsletter highlighting the achievements of past and current students, providing information on scholarships, internships and cadetships.

**Table 4 ISSP Scholarship data for remote and regional students<sup>5</sup>**

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2020 Payments	26571	13	14856	4	347500	296	389927	313
B. 2021 Offers <sup>6</sup>								
C. Percentage <sup>7</sup> (C=B/A*100)								
<b>2021 payments</b>	15,000	4			338,700	282	356,700	286

## 5. Eligibility criteria

### 5.1. Indigenous Education Strategy

JCU website provides a number of documents outlining strategies for improving access, participation, retention and success of Aboriginal and Torres Strait Islander students, these are:

- JCU Annual report <https://www.jcu.edu.au/about-jcu/annual-report>
- JCU's University Plan <https://www.jcu.edu.au/about-jcu/university-plan>
- JCU's Statement of Strategic Intent <https://www.jcu.edu.au/about-jcu/strategic-intent>
- JCU Reconciliation Plan <https://www.jcu.edu.au/about-jcu/reconciliation>
- Indigenous Education and Research Centre's Plan 2020-2022 <https://www.jcu.edu.au/ierc/governance>
- JCU cultural protocols <https://www.jcu.edu.au/staff/cultural-protocols-guide>

To meet the goals of the University, and to become a destination of choice for future students and staff, the Indigenous Education & Research Centre updated its operational plan to the 2020-2022 plan. The Plan has as its overarching intent to increase the number of Indigenous students participating in higher education and to provide them the cultural and academic support needed to progress and complete courses that lead to a higher education award. The strategies detailed in this plan align with the ISSP requirements under section 13 of the guidelines.

IERC have set key performance indicators in the 2020-2022 Operational Plan to achieve completion rates of Indigenous students at levels higher than the sector average for Indigenous students.

NIAA data shows that JCU is currently 4<sup>th</sup> in the country on completions, an increase from 12<sup>th</sup> in 2017.

IERC has a strategy to increase graduations in coming years by increasing the number of commencing students each year. In 2021 Indigenous commencing student numbers was the highest they have been over the past 5 years, constituting 6% of all new enrolments to JCU.

Domestic Enrolments by Indigenous Status and Year	2017	2018	2019	2020	2021
Indigenous	257	244	246	193	258
Non-Indigenous	3,677	3,617	3,538	3,637	4,175

IERC strategies aim to close the gap between the retention rates of Indigenous and non-Indigenous students. In 2021 our strategies were successful in doing this with improved the retention rates for Indigenous students to the highest in the past 5 years and reducing the gap between Indigenous and non-Indigenous retention. In 2019/2020 the gap was 7.7% this was reduced in 2020/2021 to 6.3% as shown below.

Course/University Retention by Indigenous Status		2017/2018	2018/2019	2019/2020	2020/2021
Indigenous	Course Retention %	66.7%	66.1%	67.4%	70.4%
	University Retention %	72.0%	74.6%	75.1%	76.7%
Non-Indigenous	Course Retention %	77.9%	78.4%	76.4%	79.1%
	University Retention %	83.1%	83.1%	81.6%	84.6%

To help prepare non-Indigenous graduates of the University for to work as professionals in Indigenous communities IERC refreshed the curriculum on Indigenous studies. In 2019, IERC introduced a major and minor stream for UG Indigenous Studies and a Master of Philosophy (Indigenous). In 2021, IERC developed a Graduate Certificate in Indigenous studies for introduction in 2022. These courses orient students to engage Indigenous ideas in a rapidly changing world and prepare students to use academic and intellectual processes to evaluate and analyse complex knowledge intersections. The courses allow students to explore Indigenous People of Place, People of Knowledge, and People of Science. Through these themes, students learn about the everyday realities, experiences and knowledge's that shape and are shaped by Indigenous people, communities and ideas. During 2021, IERC academic staff assisted in the refresh of subjects to include Indigenous perspectives in the Colleges of Law, Occupational Therapy, Public Health and Science.

The research staff of IERC engage in high quality research, intellectual scholarship, and research training in ways that enhance the traditional knowledge of Indigenous people and sustainable living practices. The research staff based in the Indigenous Centre are providing positive role models that inspire students to continue into post-graduate study.

In 2019 IERC implemented the use of a purpose-built Case Management platform, this platform was further refined in 2021. The platform provides a mechanism to monitor and track students from their involvement in our early outreach activities to the completion of degrees and beyond. The system has allowed us to evaluate our pastoral and learning support services and review our progress. The platform's analytics identifies the study areas and subjects that students are struggling with so that IERC staff can implement strategies to assist with developing the fundamental understandings needed for student success.

## 5.2. Indigenous Workforce Strategy

JCU has implemented an Australian Aboriginal and Torres Strait Islander Workforce Strategy 2021-2025 which can be found at <https://www.jcu.edu.au/human-resources/staff-equity/equity-and-diversity-resources/Indigenous-Workforce-Strategy-Action-Plan-2021-2025.pdf>

JCU has a target of 3% of all employees being of Aboriginal or Torres Strait Islander background. JCU currently has one Indigenous person employed at Deputy-Vice Chancellor level (DVC Indigenous Education and Strategy), one Indigenous person at Director level (Director, Murtupuni Centre for Rural and Remote Health) and one Indigenous senior academic at level D (Head of Indigenous Teaching Programs).

JCU also employs permanent Indigenous Academics; 2 at level C and 3 at level B, there are also 18 casual Indigenous Academics employed across campuses and academic divisions.

JCU works hard to create an environment free of racism and discrimination and one that celebrates the valuable contribution of Aboriginal and Torres Strait Islander cultures to our university. The Action Plan has a three-tier approach with specific outcomes identified with senior staff across the university responsible for outcomes.

JCU's Aboriginal and Torres Strait Islander Workforce Strategy is not the responsibility of IERC alone but an organisation wide commitment to increasing employment opportunities for Aboriginal and Torres Strait Islanders. The strategy developed in line with James Cook University's commitment to enhance its relationship with the Aboriginal and Torres Strait Islander community aligns with both the JCU Statement of Strategic Intent and University Plan. The strategy expresses the University's commitment to achieving genuine reconciliation with Aboriginal and Torres Strait Islander peoples and, more specifically, calls for an increase in the employment, retention and development of Aboriginal and Torres Strait Islander staff. The Statement of Strategic Intent and the University Plan both affirm the organisation's commitment to creating a work environment that is culturally safe and that genuinely values diversity. The Staff Equity & Diversity unit of JCU are primarily responsible for administering this strategy.

The Enterprise Agreement acknowledges that where being an Aboriginal and/or Torres Strait Islander is a genuine requirement the position will be filled by a suitably qualified Aboriginal and/or Torres Strait Islander person. Where an Aboriginal and/or Torres Strait Islander is not immediately available to fill a designated position, the position may be filled on a fixed-term basis for a maximum of 2 years for positions at HEWL6 and below and a maximum of 5 years for positions HEWL7 and above.

All positions in the Indigenous Education and Research Centre are designated positions. Selection panels for positions within the IERC include at least 50% Indigenous representation and where possible gender equity.

JCU support Indigenous staff undertaking further study with academic support and paid study leave.

JCU considers its Indigenous staff to be its primary connections to the Indigenous community and is fortunate to have Traditional Owners on staff. This connection to community is an important aspect in increasing the Indigenous workforce of JCU, the university engages with the local community through:

- Inviting members from the Aboriginal and Torres Strait Islander community to join IERC staff and students at events of cultural significance;

- Inviting community elders to deliver Welcome to Country at JCU events;
- Inviting Aboriginal and Torres Strait Islander peoples from community to be guest speakers, to educate in their area of expertise, in order to improve students' level of cultural understanding; and
- Recognising and participating in events organised by the local Aboriginal and Torres Strait Islander communities.

**Table 5.2 Indigenous workforce data (2021 breakdown) <sup>8</sup>**

Level/position	Permanent		Casual/contract/fixed-term	
	Academic	Non-academic	Academic	Non-academic
HEWL1		0		20
HEWL2		1		5
HEWL3		0		6
HEWL4		1		9
HEWL5		5		3
HEWL6		9		4
HEWL7		0		1
HEWL8		3		4
HEWL9		0		0
HEWL10		1		0
AC-A			6	
AC-B	3		4	
AC-C	2		4	
AC-D	1		2	
AC-E	0		0	
'SENIOR'			1	
'SPEC'			1	
<b>Total</b>	<b>6</b>	<b>20</b>	<b>18</b>	<b>52</b>

### 5.3. Indigenous Governance Mechanism

The Indigenous Education and Research Centre operates under the guidance of Prof Martin Nakata AO, in recognition of the ongoing improvements in Indigenous student outcomes the JCU executive raised Prof Nakata's role from Pro-Vice Chancellor to Deputy Vice Chancellor in 2021

The IERC Management Committee currently consists of 4 senior staff, 3 of whom identify as Australian Aboriginal or Torres Strait Islander.

Deputy-Vice Chancellor (Indigenous Education & Strategy) – Prof Martin Nakata

Head of the Centre's Teaching Program – A/Prof Felecia Watkin-Lui

Head Indigenous Student Support – Mrs Virginia McHugh

Indigenous Education and Research Centre Manager – Mrs Manola Chong

**Deputy-Vice Chancellor (Indigenous Education & Strategy)** was a member of a number of committees tasked with decision making at JCU and/or providing advice to the Vice Chancellor:

- Vice Chancellor's Advisory Committee
- Divisional Finance Committee
- JCU Academic Board
- JCU's Senior Management Group the Governance mechanism
- JCU Student Advisory Forum
- JCU Master Planning Committee
- Indigenous Reference Group, future campus master plan.
- Indigenous Education & Research Centre Management Committee
- JCU Traditional Owner Representative Group
- Indigenous Action Group – Indigenous Employment Strategy

**Head, Indigenous Teaching Program** is responsible for the teaching and learning and was a member of the following governance committees:

- Indigenous Education & Research Centre Management Committee
- Indigenous Education & Research Centre Research Committee
- Indigenous Education & Research Centre Education Committee
- JCU Academic Board
- JCU Education Committee
- JCU Research Committee
- Division of Tropical Environments and Societies Board of Studies
- Theme Convenor, Indigenous Futures Cairns Institute.

**Head, Indigenous Student Support** is responsible for student support services and community engagement, and was a member of the following governance committees:

- Indigenous Education & Research Centre Management Committee
- JCU Student Advisory Forum
- College of Medicine & Dentistry Aboriginal and Torres Strait Islander Peoples Strategic Committee
- Division of Tropical Health & Medicine Board of Studies
- Indigenous Medical Student Interview Panel
- SSAF Income Allocation Working Group
- JCU Commonwealth Indigenous Scholarships Committee

- Townsville Hospital & Health Service Indigenous Scholarship Committee
- JCU Access Fund Committee
- Divisional Finance Committee
- HEPPP Priority Grant Assessment Panel

**Manager, Centre Operations** is responsible for the operational performance of the Centre coordinating initiatives and activities across the Centre and is a member of the below committees:

- Indigenous Education & Research Centre Management Committee
- Divisional Finance Committee
- JCU's Indigenous Action Group
- Provost & DR&I Admin Committee
- Research Data Management Working Group

The IERC is managed through the Management Committee; this committee meets the requirements of section 11 of the ISSP guidelines as the committee has a majority Indigenous membership with both the senior academic and senior executive roles filled by Indigenous people. All members of the committee are appropriately qualified with the skills and experience necessary to fulfil their responsibilities. The committee has responsibility for making recommendation, reviewing and monitoring the use of the ISSP funds. The Committee structure is formalised through a charter that outlines the criteria for membership.

### 5.3.1. Statement by the Indigenous Governance Mechanism

The Indigenous Governance Mechanism of the Indigenous Education and Research Centre is the IERC Management committee consisting of;  
 Professor Martin Nakata, Pro-Vice Chancellor Indigenous Education & Strategy  
 A/Prof Felecia Watkin-Lui, Head Curriculum Development & Teaching Programs  
 Mrs Manola Chong, Manager Centre Operations  
 Mrs Virginia McHugh, Head Indigenous Student Support  
 Vacant: Head Indigenous Research

The Management committee confirms that the information provided in this report is accurate

Prof N M Nakata  
 Deputy- Vice Chancellor Indigenous Education and Strategy

## Additional information for completing the template

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<sup>[i]</sup> This information provides for the number of students and cost of the scholarships expended in 2021. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2021 should be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

<sup>[ii]</sup> This figures provide for the total number of students receiving scholarships and expenditure for those scholarships. For the student count, in cases where a student receives more than one scholarship, the student would only be counted once in the total (consequently the total figure may not be the sum of the preceding columns). For the expenditure, the total should be the total of the preceding expenditure columns.

<sup>[iii]</sup> Include payments to all enabling students, including remote and regional students.

<sup>[iv]</sup> Include payments to all undergraduate students, including remote and regional students.

<sup>[v]</sup> Include payments to all postgraduate students, including remote and regional students.

<sup>1</sup>Total number of unique students supported by tutorial assistance (if students have attended multiple tutorial sessions, still count them as 1 student).

<sup>2</sup> Record total number of tutorial sessions attended by students (each class a student attends counts as 1, the same student may attend multiple tutorial sessions throughout the year).

<sup>3</sup> Record only hours of instruction received by the students (do not include staff planning or organising time).

<sup>4</sup> Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

<sup>5</sup> Only record amounts which required payment during the 2021 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year. Note the data in this table is a subset of the scholarship data provided in Table 1.

<sup>6</sup> Record all verbal and written scholarship offers for the 2021 calendar year, including those offers that were not accepted by the student. Record the 2021 component of new scholarship offers and the planned 2021 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).

<sup>7</sup> This data confirms the university's compliance with Section 21(3) of the Guidelines.

<sup>8</sup> While universities report on the number of Indigenous staff through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce. Record all Indigenous staff employed by the university, including those not working on ISSP-related activities. The numbers recorded here should be a headcount of staff and not the full-time equivalent. Insert additional lines as needed