



## INDIGENOUS EDUCATION STATEMENT - OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from Universities relating to the 2016 outcomes and future plans to meet their ongoing responsibilities for Aboriginal and Torres Strait Islander student achievement in higher education.

These responsibilities include assessing and reporting on progress towards improved educational outcomes for Aboriginal and Torres Strait Islander peoples as set out in the goals of the [National Aboriginal and Torres Strait Islander Education Policy](#).

The Indigenous Education Statement has, in the past, been used to determine University's eligibility for Indigenous Support Programme (ISP) funding. Please refer to the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008* which details ISP grant conditions. There are three conditions of eligibility for ISP - Table A Universities must demonstrate to PM&C that they:

- Have implemented strategies for improving access, participation, retention and success of Aboriginal and Torres Strait Islander students;
- Have increased participation of Aboriginal and Torres Strait Islander peoples in the University's decision-making processes; and
- Have an Aboriginal and Torres Strait Islander employment strategy.

Universities in receipt of ISP funding during 2016 are required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2016 ISP funds is included within this document. Please provide as much information as possible.

**The certification page is required to be signed by the University's most senior financial manager. This page does not require an external auditor's certification.**

It is recommended that the format for the Indigenous Education Statement is followed to ensure Universities report against all relevant criteria. However, this should not limit Universities that wish to report on a wider range of matters.

In accordance with the Guidelines, the Indigenous Education Statement is **due** to be submitted and accepted by the Department **on or before 31 May 2017**. Please allow sufficient time for follow up discussions between PM&C and the University to avoid any possible delay to 2017 ISSP progress payments.

Please note that from 2017, the ISP will be included in the Indigenous Student Success Program (ISSP). ISSP reporting for 2017 funding will occur in 2018 via a similar reporting process as the ISP Indigenous Education Statement. Further information will be circulated during 2017.

Please submit signed electronic documents by email to: [ISSP@pmc.gov.au](mailto:ISSP@pmc.gov.au)

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## **FORMAT FOR INDIGENOUS EDUCATION STATEMENT**

While it is recommended that this format is followed to ensure Universities report against all relevant criteria, Universities are invited to comment on a wider range of matters.

**James Cook University**

**The Australian Aboriginal and Torres Strait Islander Centre**

### **SECTION 1           ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2016 AND PLANS FOR FUTURE YEARS**

Please provide evidence of:

- strategies you have implemented which seek to achieve the AEP goals and your assessment of whether these strategies are working;
- constraints on your ability to achieve the AEP goals; and
- plans for future improvement of existing strategies or implementation of new strategies to meet each of the AEP goals relevant to higher education.

**The AEP goals (paraphrased) relating to higher education are to:**

- 1 Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making.
- 2 Increase the number of Aboriginal and Torres Strait Islander peoples employed, as academic and non-academic staff in higher education institutions.
- 3 Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.
- 4 Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.
- 5 Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.
- 6 To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

**1. Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander people in educational decision-making.**

Your response to this goal needs to address but is not limited to the following points:

- The number of Aboriginal and Torres Strait Islander people involved in institutional governance and decision-making bodies and processes and the nature of their involvement, i.e. memberships on boards, committees etc.
- If there is **no** Aboriginal and Torres Strait Islander membership on key governance and decision making bodies, please **provide an explanation**.
- The **roles and responsibilities** of Aboriginal and Torres Strait Islander leaders within your institution.

**In 2016, Indigenous senior staff participated in institutional governance and decision-making at JCU in the following ways:**

The **Pro-Vice Chancellor (Australian Indigenous Education and Strategy)** appointed in May 2016 is responsible for the development and implementation of the Indigenous education priorities across the university, and is a member of the following governance committees:

- Australian Aboriginal and Torres Strait Islander Centre Management Committee
- Vice-Chancellor's Academic Committee
- JCU's Senior Management Group
- JCU Student Advisory Forum
- JCU Master Planning Committee
- Indigenous Reference Group, future campus master plan.

The **Head of Aboriginal and Torres Strait Islander Education and Curriculum Development** is responsible for the teaching and learning program, and is a member of the following governance committees:

- Australian Aboriginal and Torres Strait Islander Centre Management Committee
- Australian Aboriginal and Torres Strait Islander Centre Research Committee
- Australian Aboriginal and Torres Strait Islander Centre Education Committee
- JCU Academic Board
- JCU Education Committee
- JCU Ethics Committee
- Division of Tropical Environments and Societies Board of Studies

The **Head Aboriginal and Torres Strait Islander Student and Community Engagement** is responsible for the student support services and community engagement, and is a member of the following governance committees:

- Australian Aboriginal and Torres Strait Islander Centre Management Committee
- Australian Aboriginal and Torres Strait Islander Centre Education Committee
- JCU Student Advisory Forum
- JCU Masterplan Committee
- JCU's Comm. Indigenous Scholarships committee
- NAIDOC & Reconciliation committees

**The roles and responsibilities of other Aboriginal and Torres Strait Islander leaders in 2016 were:**

- Two Associate Deans of Indigenous Education positions embedded in the two academic Divisions, DTES & DTHEM, to assist the Colleges with their Indigenous education curriculum and teaching priorities.
- Several academic appointments in both Colleges as members of the teaching faculty, and members of various internal education committees.
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**Constraints:**

The appointment of a PVC role at the university was a significant step to ensuring Indigenous education is at the centre of university governance and business agendas. A significant 2016 constraint for the PVC has been the current EB which designates that all positions within the Australian Aboriginal and Torres Strait Islander Centre be preserved

for Aboriginal or Torres Strait Islander people. This restricts the ability of the centre to recruit the necessary knowledge and skills sets for supporting Indigenous students in all fields of study and the range of disciplines offered at the university.

#### **Future Improvements:**

The EB is still in the process of being renegotiated in the interests of ensuring the Centre has the necessary knowledge and skills sets to mobilize the national agenda for increased progression and completion rates of Indigenous students.

In light of changes announced in the May 2016 budget to the PMC funding arrangements, the PVC undertook a detailed review and assessment of the organisational structure of the 2015 Restructure and position descriptions and deemed it necessary that additional steps be taken to ensure the organisational structure delivers services according to the new performance criteria:

- **Student support services:** The 2015 restructure enabled arrangements for a centralised student support services. The roles and activities within these arrangements required further review in 2016 to ensure staff roles were constituted and positioned to achieve the best results on student progression and completion rates.
- **Indigenous Studies curriculum** programs for all students: In 2016 the curriculum development process of a new Indigenous Studies major commenced and the accreditation of this major will continue in 2017 under the guidance of the new Head of Aboriginal and Torres Strait Islander Education and Curriculum Development. The new program of courses is scheduled to be offered in 2018
- The development of a sustainable strategy for developing **Indigenous postgraduate research** capacities and meaningful research relationships with North Queensland Aboriginal and Torres Strait Islander communities: The recruitment of a Head of Indigenous research in 2016 to ensure emphasis is being placed on JCU research and expertise relationships with Indigenous communities in the Far North Queensland. This will help develop a more productive community engagement strategy and enable achievable targets for HDR and Post-doctoral positions to be pursued.
- Centre staff **engagement with Aboriginal and Torres Strait Islander communities** will align more closely to staff's roles and positions and Centre priorities for student success and the education of all students. JCU is privileged to have Traditional Owners on staff and these are an important community relations reference point for JCU.
- The development of the career pathways for Indigenous staff and students: The JCU Indigenous workforce strategy is a collaborative effort across the university. The PVC has adopted the 'grow our own Indigenous staff and students' aspects of this strategy and has set targets in the Centre's strategic plan.

## **2. Increase the number of Aboriginal and Torres Strait Islander staff employed as academic and non-academic staff in higher education institutions.**

Your response to this goal needs to address but is not limited to the following points:

- An outline of your current **Aboriginal and Torres Strait Islander Employment Strategy** including details on its current status, who has responsibility for its implementation, how is progress measured, how and when is progress reviewed or evaluated.
- Information on your **strategies for increasing** numbers of Aboriginal and Torres Strait Islander staff employed at your University. (Please provide a link to your Employment statement).
- The **number of Indigenous-specific positions** at your University, detailed by occupation and level.
- The **current number of Aboriginal and Torres Strait Islander staff at your University** and their roles across the University (including numbers in academic and non-academic roles, and by level).

## **The Aboriginal and Torres Strait Islander Workforce Strategy**

[https://www.jcu.edu.au/\\_data/assets/pdf\\_file/0019/122176/jcu\\_148154.pdf](https://www.jcu.edu.au/_data/assets/pdf_file/0019/122176/jcu_148154.pdf)

In May 2015 JCU adopted a new employment strategy - Australian Aboriginal and Torres Strait Islander Workforce Strategy 2015 to 2020 following a review of the previous strategy. The development of the strategy was led by the Equity and Diversity section of the Human Resources Directorate and informed by a working group comprising Australian Aboriginal and Torres Strait Islander staff. The new strategy was developed with the following overarching principles:

- Actions and priorities are in alignment with University business;
- Clear lines of organisational responsibility;
- Accountability measures are clearly articulated;
- Timely and measurable actions;
- Strengths based approach rather than problems to be solved;
- Valuing diversity – cultural background (Australian Aboriginal, Torres Strait Islander), age, gender
- Evidence based interventions;
- Sector best practice that exceeds the standards set by Universities Australia National Indigenous Higher Education Strategy 2011; and
- Collaboration and partnerships essential for success.

The monitoring and reporting on the strategy is the responsibility of the Deputy Vice Chancellor Services and Resources upon the advice of the Director of Human Resources. However responsibility for implementing the strategy rests with all members of the Senior Management Group. The Strategy clearly identifies a lead work unit for each initiative and internal and external collaborators to ensure accountability.

The Australian Aboriginal and Torres Strait Islander Workforce Strategy is reviewed annually. The yearly review is to be provided to the University's senior management in October each year. Annual statistical reporting is also provided to the University's Joint Consultative Committee.

**Strategies** to increase the employment of Australian Aboriginal and Torres Strait Islander people are focused around four goals:

- Attracting outstanding people through a range of public relations strategies including events, promotional material showcasing JCU as an employer and media coverage;
- Best practice recruitment and selection including the development of a diversity talent pool and provision of resources to assist colleges and divisions to attract and retain Aboriginal and Torres Strait Islander staff;
- Growing our own through cadetship and traineeship programs and research fellow scheme; and
- Become an Employer of Choice for Aboriginal and Torres Strait Islander people by showcasing our achievements, reporting on employment outcomes and promoting our workforce strategy.

**2016 Constraints:** The University remains committed to increasing the number of Indigenous staff in both professional, technical and academic roles. Unfortunately, implementation of the Indigenous Workforce Strategy (IWS) has not gained momentum over the last year. This is due to a number of contributing factors; the most significant was we were unable to fill the Staff Equity & Diversity Manager role for several months in 2016. This was compounded by the departure of the Australian Aboriginal and Torres Strait Islander Employment Coordinator position in late 2015, consequently creating a vacuum due to the lack of knowledge and capability of subsequent Managers to tackle the issue of Indigenous diversity more broadly.

### **Indigenous Employment – going forward**

Our Indigenous employment target in the Enterprise Agreement (2013 – 2016) is set at 4.5%, which at that time equated to 75 FTEs by 2015. Currently we are sitting approximately on 2.4% equating to 40.36 FTEs excluding casuals. The 4.5% target was always regarded as ambitious and aspirational but we are disappointed at the falling proportion.

In the current EA negotiations, there is an in-principle agreement on the key performance indicator of 3% (excluding casuals) for Indigenous employment, achieved by December 2020 based on JCU's current overall FTE totals we require the employment of 8FTE's to reach the 3% target. It is also a requirement of the Department of Premier and Cabinet (DP&C) new programme known as the Indigenous Student Success Program (ISSP) that JCU ensure a 3% (including casuals) target is included in the Indigenous Workforce Strategy by May 2018.

The newly engaged Manager – Staff Diversity & Equity comes to the organisation from the resource sector where she has successfully facilitated programmes to boost Indigenous employee diversity. With the support of the Senior Management Group and other key individuals, we believe achieving a 3% target is possible and will be a particular focus of activity. It may take well into 2018 to achieve this but we are already looking into cadetships, internships, traineeships as mechanisms to encourage Aboriginal and Torres Strait Islander colleagues into the workplace. It is our intention to work closely with Professor Martin Nakata the PVC for our Aboriginal and Torres Strait Islander Centre to

forge a “grow our own” programme of JCU students into employment. However, this will take more than a couple of years to show sustainable improved results.

The Centre’s contribution to the workforce strategy in 2016:

- Negotiated resources for employing an Indigenous career officer position in 2016 to increase opportunities for Indigenous work placement during studies, to address ABSTUDY and broader student finance issues, and to help the university-wide effort to achieve objectives of the workforce strategy.
- The operational plans for the Centre has commitments to support a minimum of 10 PhD candidates and 4 Post-Doctoral Fellows each year from 2018. Recruitment of the Head of Research was achieved in 2016, and the preparation work will be undertaken in 2017 to ensure resources and these commitments are achieved in 2018.
- A Professional Development budget for Indigenous staff and career progression in the Centre is now established.
- PVC engagement with Division leaders in 2016 to provide opportunities for Indigenous staff rotation through their areas of responsibilities to broaden their skills and knowledge of the university.
- Establish incentive ‘Spirit’ awards for staff members who demonstrate innovations in practice on campus or with industry partners to benefit Indigenous students or their communities. This has been achieved and will constitute a part of the inaugural awards night in 2017.
- Work undertaken on the design of the new website for 2017 will enable the Centre to feature professional and academic staff at the university, and facilitate online distribution of job opportunities via Indigenous networks and for staff and students.
- The Centre has also committed to publish annual employment achievement targets on the website for viewing by Indigenous communities.

#### Indigenous-specific positions

As 2016 was a year of transition to the new structure it is inaccurate to provide staffing number on the old structure. The positions outlined in the table below represent the Workforce Profile as at June 2017

Level	Position Title
Senior Management	PVC Australian Indigenous Education and Strategy
Academic Level E	Professor Indigenous Australian Studies
Academic Level E	Associate Dean, Australian Aboriginal and Torres Strait Islander Education and Strategy (2 positions, one is vacant)
Academic Level C	Senior Lecturer (2 positions, one is vacant)
Academic Level B	Lecturer
HEWL 10	Head, Australian Aboriginal and Torres Strait Islander (AA & TSI) Student and Community Engagement
HEWL 8	Academic Skills Advisor (5 positions)
HEWL 7	Executive Support Officer
HEWL 7	AA & TSI Community Engagement Officer
HEWL 6	AA & TSI Transition Officer (3 positions)
HEWL 6	AA & TSI Student Engagement Officers (6 positions)
HEWL 6	AA & TSI Learning Support Co-ordinator
HEWL 5	Aboriginal and Torres Strait Islander Library Liaison Officer
HEWL 5	Academic Support Officer
HEWL 4	Administrative Assistant (2 positions)

**The current number of Aboriginal and Torres Strait Islander staff and their roles across the University** (including numbers in academic and non-academic roles, and by level).

Table 1 – Permanent positions

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
Division Academic & Student Life Learning, Teaching & Student Engagement	AC-B	Lecturer – Pathways Programmes
Division of Tropical Environments & Societies College of Arts, Society & Education	AC-B	Lecturer
Division of Tropical Environments & Societies College of Arts, Society & Education	AC-B	Lecturer
Division Tropical Health & Medicine College of Healthcare Sciences	AC-C	Academic Lead – Indigenous Health
Division Tropical Health & Medicine College of Medicine & Dentistry	AC-E	Associate Dean – Strategy & Engagement
Division Tropical Health & Medicine College of Medicine & Dentistry	AC-C	Senior Lecturer
Division Tropical Health & Medicine College of Medicine & Dentistry	AC-B	Indigenous Health Academic
Division Tropical Health & Medicine College of Public Health, Medical & Vet Sciences	AC-C	Senior Research Fellow
Division Tropical Health & Medicine College of Public Health, Medical & Vet Sciences	AC-B	Clinical Research Fellow – Centre for Chronic Disease Prevention
Division Tropical Health & Medicine	AC-D	Associate Professor Remote Indigenous Health and Workforce, Head of Education
Division Tropical Health & Medicine	AC-D	Head of Indigenous Health
Division Tropical Health & Medicine	AC-A	Research Officer
Senior Deputy Vice Chancellor Australian Aboriginal & Torres Strait Islander Centre	AC-B	Lecturer
Senior Deputy Vice Chancellor Australian Aboriginal & Torres Strait Islander Centre	AC-C	Senior Lecturer
Senior Deputy Vice Chancellor Australian Aboriginal & Torres Strait Islander Centre	AC-E	Professional Curriculum Development
Senior Deputy Vice Chancellor Australian Aboriginal & Torres Strait Islander Centre	AC-A	Research Officer

Division Academic & Student Life Learning, Teaching & Student Engagement	HEWL06	Supervisor Peer Assisted Study Sessions
Division Academic & Student Life Learning, Library & Information Services	HEWL05	Aboriginal & Torres Strait Islander Library Liaison Officer
Division Academic & Student Life Learning, Student Services	HEWL05	Client Services Officer
Division Research & Innovation Research Infrastructure	HEWL06	Scientific Officer X-ray Unit
Division of Services & Resources Human Resources	HEWL08	Manager, Staff Equity and Diversity
Division of Services & Resources Information & Communications Technology	HEWL06	IT Service Delivery Officer
Division of Services & Resources Information & Communications Technology	HEWL04	Technical Assistant
Division of Tropical Environments & Societies College of Arts, Society & Education	HEWL06	RATEP Coordinator
Division of Tropical Environments & Societies College of Business Law & Governance	HEWL05	Student Placements Officer
Division Tropical Health & Medicine College of Medicine & Dentistry	HEWL04	Clinical Training Support Assistant
Division Tropical Health & Medicine College of Public Health, Medical & Vet Sciences	HEWL03	Administrative Officer
Division Tropical Health & Medicine	HEWL03	Community Rehabilitation Assistant
Division Tropical Health & Medicine	HEWL04	Administrative Assistant
Senior Deputy Vice Chancellor Australian Aboriginal & Torres Strait Islander Centre	Senior Management	PVC Australian Indigenous Education & Strategy
Senior Deputy Vice Chancellor Australian Aboriginal & Torres Strait Islander Centre	HEWL07	Executive Support Officer
Senior Deputy Vice Chancellor Australian Aboriginal & Torres Strait Islander Centre	HEWL06	Australian Aboriginal and Torres Strait Islander Student Engagement Officer
Senior Deputy Vice Chancellor Australian Aboriginal & Torres Strait Islander Centre	HEWL08	Academic Skills Advisor
Senior Deputy Vice Chancellor Australian Aboriginal & Torres Strait Islander Centre	HEWL06	Australian Aboriginal and Torres Strait Islander Student Engagement Officer
Senior Deputy Vice Chancellor Australian Aboriginal & Torres Strait Islander Centre	HEWL06	Australian Aboriginal and Torres Strait Islander Learning Support Coordinator



Senior Deputy Vice Chancellor Australian Aboriginal & Torres Strait Islander Centre	HEWL07	Australian Aboriginal and Torres Strait Islander Community Engagement Officer
Senior Deputy Vice Chancellor Australian Aboriginal & Torres Strait Islander Centre	HEWL04	Administrative Assistant
Senior Deputy Vice Chancellor Australian Aboriginal & Torres Strait Islander Centre	HEWL06	Australian Aboriginal and Torres Strait Islander Student Engagement Officer
Senior Deputy Vice Chancellor Australian Aboriginal & Torres Strait Islander Centre	HEWL08	Academic Skills Advisor
Senior Deputy Vice Chancellor Australian Aboriginal & Torres Strait Islander Centre	HEWL06	Australian Aboriginal and Torres Strait Islander Student Engagement Officer
Senior Deputy Vice Chancellor Australian Aboriginal & Torres Strait Islander Centre	HEWL06	Australian Aboriginal and Torres Strait Islander Student Engagement Officer
Senior Deputy Vice Chancellor Australian Aboriginal & Torres Strait Islander Centre	HEWL06	Australian Aboriginal and Torres Strait Islander Student Engagement Officer
Senior Deputy Vice Chancellor Australian Aboriginal & Torres Strait Islander Centre	HEWL08	Academic Skills Advisor
Senior Deputy Vice Chancellor Australian Aboriginal & Torres Strait Islander Centre	HEWL06	Australian Aboriginal and Torres Strait Islander Transition Officer
Senior Deputy Vice Chancellor Australian Aboriginal & Torres Strait Islander Centre	HEWL06	Australian Aboriginal and Torres Strait Islander Transition Officer
<b>Total</b>	<b>Total Academic: 16 Total Non-Academic: 28</b>	

**Table 2 - Casual positions**

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
Division of Tropical Environments & Societies College of Arts, Society & Education	AC-A	Casual Teaching
Division of Tropical Environments & Societies College of Arts, Society & Education	AC-A	Casual Teaching
Division of Tropical Environments & Societies College of Arts, Society & Education	AC-A	Casual Teaching
Division of Tropical Environments & Societies College of Arts, Society & Education	AC-A	Casual Teaching

Division of Tropical Environments & Societies College of Arts, Society & Education	AC-A	Casual Teaching
Division of Tropical Environments & Societies College of Arts, Society & Education	AC-A	Casual Teaching
Division of Tropical Environments & Societies College of Arts, Society & Education	AC-A	Casual Teaching
Division Tropical Health & Medicine College of Medicine & Dentistry	AC-B	Casual Medical Educator
Division Tropical Health & Medicine College of Medicine & Dentistry	AC-A	Casual Teaching
Division Tropical Health & Medicine College of Medicine & Dentistry	AC-A	Casual Teaching
Senior Deputy Vice Chancellor Australian Aboriginal & Torres Strait Islander Centre	AC-A	Casual Research Academic
Division of Academic & Student Life Library & Information Services	HEWL03	Casual Client Services Assistant
Division of Academic & Student Life Library & Information Services	HEWL05	Casual Client Services Librarian
Division of Academic & Student Life Student Services	HEWL02	Casual Exam Supervisor
Division of Global Strategy & Engagement	HEWL01	Casual Student Ambassador
Division of Global Strategy & Engagement	HEWL01	Casual Student Ambassador
Division of Global Strategy & Engagement Future Students	HEWL03	Casual Outreach & Transition Assistant
Division of Global Strategy & Engagement Future Students	HEWL01	Casual Student Ambassador
Division of Global Strategy & Engagement Future Students	HEWL01	Casual Student Ambassador
Division of Tropical Environments & Societies College of Arts, Society & Education	HEWL01	Casual Administrative Assistant - YLA Conference
Division of Tropical Environments & Societies College of Arts, Society & Education	HEWL01	Casual Administrative Assistant - YLA Conference
Division of Tropical Environments & Societies College of Arts, Society & Education	HEWL04	Casual Research Assistant
Division of Tropical Environments & Societies College of Business, Law & Governance	HEWL04	Casual Research Assistant
Division of Tropical Environments & Societies	HEWL05	Casual Research Worker

College of Science & Engineering		
Division of Tropical Health & Medicine College of Healthcare Sciences	HEWL04	Casual Administration Assistant
Senior Deputy Vice Chancellor Australian Aboriginal & Torres Strait Islander Centre	HEWL01	Casual ATSIMS Project Officer
Senior Deputy Vice Chancellor Australian Aboriginal & Torres Strait Islander Centre	HEWL07	Casual Research Officer
Total	Total Academic:11 Total Non-Academic: 16	

**3. Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.**

Your response to this goal needs to address but is not limited to the following points:

- **Commencing Aboriginal and Torres Strait Islander student** numbers for 2016 (access rate) as compared to 2015 (please provide an all student comparison).
- **Programmes run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, in attracting Aboriginal and Torres Strait Islander students. (See table below).
- Details of Indigenous-specific and other **scholarships offered by your University**. (See table below).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up of available scholarships.
- **Indigenous Education / Support Unit's role**.

**Commencing Aboriginal and Torres Strait Islander students**

	2015	2016
Aboriginal and Torres Strait Islander students	353	391
Non Aboriginal and Torres Strait Islander students (Domestic students only):	5076	5337

**Programs to improve access**

Program Name	Target audience	Outline of Program	Outcome
<a href="#">Diploma of Higher Education</a>	For all prospective students, inclusive of Indigenous students, prepares students who have not met the academic requirements for entry into a Bachelor degree course	Accredited one-year course (or two years, part-time) to provide preparation in academic skills while undertaking a reduced number of first year degree subjects. The program articulates to different disciplines.	66 participants in 2016, up from 53 in 2015
<a href="#">Remote Area Teacher Education Program (RATEP)</a>	Aboriginal and Torres Strait Islander students based in communities throughout Queensland	The Bachelor of Education (Primary) program is delivered through a distance education format. The program includes access to additional support through a coordinator in the AA&TSI Centre. The Thursday Island Campus provides a permanent tutor on site. Students undertake professional experience in schools in home Aboriginal or Torres Strait Island community.	40 participants studying in 2016
<a href="#">Tertiary Access Course (TAC)</a>	Students who do not have the pre-requisites to enter an undergraduate course	6 month full time course providing students with pre-requisites to gain entry into many undergraduate courses	19 participants in 2016, down from 26 in 2015
<a href="#">Indigenous Health Careers Access Program (IHCAP)</a>	Aboriginal and Torres Strait Islander students wanting to study a health degree who may not have the required OP when applying from QTAC	Three week orientation program with practical skills and knowledge to cope with demands of study, followed by the first year level of their degree over two years. Officers support and monitor student progress	29 participants in 2016, up from 17 in 2015

College of Medicine and Dentistry Student Selection Process	Aboriginal and Torres Strait Islander students applying to study a Bachelor of Medicine/Surgery and Bachelor of Dental Science	Alternative entry process via College selection committee	In 2016, 1 medical and 1 dentistry student gained admission through this process.
Australian Aboriginal and Torres Strait Islander UniStart program	Commencing Aboriginal and Torres Strait Islander students.	A 1-day pre-orientation course for Indigenous students designed to precede the JCU UniStart transition into university program for all commencing students. The aim is to provide peer engagement, develop basic study skills and proficiency in learning technologies, academic writing and time management.	45 participants, inclusive of Cairns and Townsville campuses; 7 participants in Thursday Island induction. Anecdotally reported as helpful confidence building for Indigenous participants.

#### Future Improvements:

The 2015 restructure centralised the Indigenous student support effort and revealed the need for a more cohesive and focused approach to the redevelopment of access provisions. The suite of JCU access and admission programs offered to Indigenous students is currently being reviewed with relevant stakeholders to maximise their effectiveness as preparation programs. The goal is to improve the academic and social preparation of students for different disciplines and improve the selection and admissions processes to ensure students are not set up to fail.

JCU analytics reveal a large number of prospective Indigenous students are lost between the QTAC application stage and the enrolment stage. In 2016, a critical intervention strategy was designed to improve Centre staff engagement with students marking JCU preferences. This strategy is undergoing further refinement for the 2017 process.

In-principle agreement has been reached with some of the Colleges and ongoing discussions with others to develop intensive four week pre-programs in the Colleges to prepare students. These programs, if designed and run well, increase Indigenous students' confidence, preparation and transition into academic learning programs and the university environment. They allow College and Support Centre staff to get to know the attributes of students, to assess students rigorously for admission, and to assemble quality risk profile information for student support services.

The soon to be appointed new Head of Student Services will develop and implement an alternative entry selection and admission process run by the Centre in conjunction with College staff for all Indigenous commencing students where no other access program exists, as a critical part of the whole of education journey from pre-entry to graduation. Improved selection processes for outreach and access programs are included.

Initial discussions to improve the alternative entry processes across the health, medicine and dentistry sciences, as well as STEM areas commenced in 2016.

In conjunction with the PVC, the soon to be appointed Employment Officer the new Head of Student Services will include a strategy to ensure that student finance and accommodation issues are resolved to the fullest extent possible, as part of the admissions process. Stable finances and accommodation play a critical role in student success.

#### Constraints:

Funding for initiating and sustaining innovative programs is a major constraint in the JCU and Far North Queensland environment. The Commonwealth could consider seed funding for pilot programs in this area, ahead of more secure operational funds on the basis of demonstrated results.

More places in the Diploma of Higher Education are indicated, with implications for staff funding.

English literacy issues of remote students' need more focused attention and preparation program development in the long-term.

#### Outreach activities

Outreach activity	Target audience	Outline of Program	Outcome
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Off-Campus JCU-Indigenous Roadshow and Information Expos	Aboriginal and Torres Strait Islander secondary school students.	School visits and information sessions to promote career, course information, Pathways information, and student support information. The roadshow travels as far south as Mackay, west to Mount Isa and north to Cairns, Atherton Tablelands, Cape York and Thursday Island communities.	63 schools and communities were visited in total.  Feedback surveys provide information for annual refinement.
On-campus AA&TSI Centre Outreach Activities Secondary school students; prospective mature age students; and parents and partners.	Secondary school students, prospective mature age students, and parents and partners.	Information dissemination and familiarisation with JCU campus and services and specific-Indigenous support services <ul style="list-style-type: none"> <li>• On-campus school visits to JCU</li> <li>• JCU Open days</li> <li>• Indigenous-specific open nights for families at QTAC application time</li> </ul>	Up to 10 school visits; 2 JCU Open Days; 2 Open nights
Townsville region Catholic Education Year 12 Indigenous Transition Expo	Aboriginal and Torres Strait Islander school students in NQ & FNQ Catholic Diocese schools	AA & TSI Centre Information expo stall	This expo attracts Year 12 students from Catholic school across the region, approx. 80-100.
<a href="#">Aboriginal and Torres Strait Islanders in Marine Science (ATSIMS) program</a>	Students in years 9 & 10 in State schools in Ayr, Ingham and Townsville	ATSIMS aims to inspire Indigenous high school students to pursue careers in marine science and management and prepares them to succeed in these critically important fields. Program highlights include snorkeling on the Great Barrier Reef, touring the Australian Institute of Marine Science and experiencing life as an undergraduate student at JCU. By providing engaging, field-based science programs to predominantly Indigenous high school students we bolster the interest, experience, and hands-on skills that students need to initiate, and succeed in, tertiary studies in the field of marine science.	Annual attendance of 40-50 students each year; the program won 2016 Queensland Reconciliation Award
Regional Constitutional Convention – Indigenous Competition	Aboriginal and Torres Strait Islander students in years 10-12	Up to 25 schools participate within the Townsville, Cairns and Mackay regions to present persuasive speech on constitutional reform	Expanded to include 2 Mackay region schools in 2016. Held annually. Engages students with the University. No formal evaluation.
Northern Pride Rugby League Football Club (based in Cairns)	Students are low SES and are Aboriginal and/or Torres Strait Islander students in schools in Far North Queensland	A partnership to facilitate in-school engagement and to leverage existing programs to engage, support and raise aspirations and awareness of University as a viable option to students involved in the Northern Pride program.	30 student participants. JCU Cairns campus hosted the Northern Pride annual Gala Day to enable students and families to

			meet staff in the Aboriginal and Torres Strait Islander Centre and to encourage students to consider University study as being an achievable goal.
JCU hosting of DET Indigenous Leaders of Tomorrow Program	Indigenous year 12 students across the Cairns region	On-campus visits to JCU as part of wider DET program; staff introductions across the disciplines and aspiration activities	70 students

#### Future Improvements:

In 2016, an in-principle agreement was reached between the AA& TSI Centre and Colleges to run an annual on-campus 'Winter School' program for secondary school Yr 10-12 students to familiarise them with the programs on offer at JCU, give them some real experience of higher education study and the university environment in general. A pilot program will commence in 2018. These programs build student confidence and efficacy beliefs and enable them to form friendships and networks with other Aboriginal and Torres Strait Islander students who intend to come to university.

Outreach activities will be refined to include a central focus on academic and social preparation of students (and their parents or families) for considering university as an option. This focus includes: sound processes for selecting participants for outreach and access programs; programs that develop student interest and inquisitive dispositions to learn; programs that develop well-structured educational activities where students can engage capably and lift their self-efficacy beliefs in realistic ways; experiences that provide opportunities to expand school students' frames of reference while linking outreach activities back to their school learning, and assisting students to make suitable subject selections in their final years of secondary school.

All JCU and Centre outreach activities are to be used to identify promising students, begin collecting profile information for identification of prospective students, to build pathways for promising but under-prepared students, and to track conversion to enrolments. Conversion to enrolment measures will track student participation and follow-up measures by Indigenous and College staff to keep in contact with students post-participation and through the QTAC and offer processes.

#### Constraints:

Well-planned outreach educational programs take time, expertise and funds to run. Funding is still being sought to continue the Winter program on a permanent basis.

#### Scholarships details 2016

NB: The table lists new awards in 2016 and does not include ongoing payments in 2016 for awards made in previous years.

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
Arrow Energy Indigenous Scholarship	Private	3	\$30,000	3	\$10,000 per student/year (preference to prior recipients with ongoing enrolment)
Hugh Alexander Grierson Trust Bursary	Private	1	\$5,000	1	\$5,000 per year (minimum number of years to complete)
Richard Hays Foundation Dean of Medicine Australian Aboriginal and Torres Strait Islander Bursary	Private	1	\$1500	1	\$1500 per year

Thelma Myers Aboriginal and Torres Strait Islander Nursing Scholarship	Private	1	\$30,000	0	\$7,500 per student/year for 2 years
Morey Scholarship	Private	1	\$6,000	0	\$6,000 for one year for an undergraduate Indigenous female in any discipline; No applications
Elizabeth Cookson Memorial Bursary	Private	1	\$600	0	No eligible applicants
Indigenous Access Scholarship (IAS)	Government	112	\$446264	91	\$4,904 per student.
Indigenous Commonwealth Education Costs Scholarship (ICECS)	Government	300	\$400,246	154	\$2,599 per student/year for up to four years
Indigenous Commonwealth Accommodation Scholarship (ICAS)	Government	100.5	285,945	55	\$5,199 per student/year for up to four years
Indigenous Enabling Commonwealth Education Costs Scholarship (IECECS)	Government	6	5198	2	\$2,599 per student/year for up to 1 year (limited number of students in this group)
Indigenous Commonwealth Accommodation Scholarship (IECAS)	Government	3.5	5199	1	\$5,199 per student/year for up to 1 year (limited number of students in this group)

**Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up.

All scholarships are promoted in the following ways:

- [scholarships@jcu](mailto:scholarships@jcu) website, which includes options to search specifically for Aboriginal and Torres Strait Islander peoples.
- [Commonwealth Scholarship program](#) has its own page.
- Marketing activity to relevant QTAC import (Low SES and Aboriginal and Torres Strait Islander) (handled by Marketing/Client Services)
- Student Bulletin (weekly)
- Direct targeting to eligible students
- Presentations by a member of the Scholarship Office to a variety of orientation days, i.e. medicine interviews, RATEP induction.
- General presentations for all groups (diploma induction, Uni-Start etc)
- Presentation/training to the Indigenous Support Officers

Reasons for low take-up

- In some cases the 'pool' of eligible applicants is minimal, i.e. IECECS and IECAS, Elizabeth Cookson.
- All those (excluding Commonwealth) with limited pools of applicants are being reviewed by the Engagement team who work with the donors/colleges to expand the eligibility criteria to try and increase the potential pool of applicants.

**Role of Aboriginal and Torres Strait Islander Centre**



The 2015 Aboriginal and Torres Strait Islander Centre restructure provided opportunities for the Centre to play a much more strategic role in contributing to access programs and admissions processes and initiatives across JCU. Although Indigenous staff at JCU have always contributed to these programs and initiatives, a comprehensive university-wide Indigenous strategy has not been evenly developed across the Colleges.

The access intervention priorities of the Centre are to ensure that:

- a cohesive and discipline-based university-wide access strategy is developed in conjunction with the Colleges, Teaching Learning and Student Engagement, JCU Accommodation services, JCU scholarships, and corporate/industry relationships;
- JCU and Centre outreach activities and access programs play a more focused and coordinated role in increasing students' academic readiness for the disciplines of higher education study;
- the Centre and its staff and platforms play a more pro-active role in disseminating information and being information ready to respond to Indigenous inquiries;
- JCU Indigenous student analytics commence from an Indigenous student's first engagement in outreach or access programs to enable more focused attention to student preparation for entry and success. Outreach and access analytics are also beneficial for Indigenous staff efforts to increase the conversion of student engagements in outreach and access activities to enrolments at JCU and as an initial basis from which student support staff can develop active learning support plans from commencement;
- the alternative selection and admissions processes are developed to soundly determine a prospective student's chances of success and their needs for support or redirection via another pathway;
- Centre staff integrate finance and accommodation needs into the selection and admissions processes to support student success in study from commencement.
- The development of a strategy to increase Indigenous scholarships, cadetships and other forms of financial and accommodation assistance.

**4. Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.**

Your response to this goal needs to address but is not limited to the following points:

- The **total number** of Aboriginal and Torres Strait Islander student **enrolments** for 2016, compared to 2015 (please provide an all student comparison).
- Details of your Universities' **strategies to address** Aboriginal and Torres Strait Islander student participation.
- **Indigenous Education / Support Unit's role.**

The **total** number of Aboriginal and Torres Strait Islander student enrolments is as follows:

	2015	2016
Aboriginal and Torres Strait Islander students:	766	857
Non Aboriginal and Torres Strait Islander students (Domestic students only):	14,400	14670

**Strategies to address participation 2016**

JCU Indigenous student participation rates are above the national population parity rates. However, at approximately 5% they are below the regional population proportion of 10%.

JCU faces challenges related to geographical location and Indigenous student demographics and educational attainments levels in the far north. For example:

- The number of AA & TSI students completing Year 12 continues to be small;
- Indigenous students are less likely to enrol in a Bachelor degree and more likely to enrol in enabling programs;
- JCU analytics reveals that AA & TSI students at JCU are more likely to be: older (particularly low representation in the 20-24 year age group); first in family studying at university; female; from a remote area; from a low SES background; from a non-English speaking background; and have a higher (worse) OP score.

Additional challenges to improving participation rates at JCU include:

- The affordability of university study for Aboriginal and Torres Strait Islander students living away from home;
- The difficulty for students of working families to meet the requirements to access government financial assistance;
- A low number of private and corporate scholarships, which results in the loss of high-scoring Indigenous far north students taking up better scholarships offers in southern universities;
- The numbers of enabling places and capped sub-degree places;
- The increased complexity of student support provision to identify and meet diverse individual needs of large numbers of students, particularly related to remote and NESB students;
- The challenges of Indigenous support to support large numbers of under-prepared students effectively.

**In 2016, JCU addressed Indigenous participation rates through the following strategies:**

Strategies	Outline of strategies	Constraints	Outcome
Outreach activities	Activities and programs to build aspirations of school students by familiarizing them with possible areas of study and university environments; Activities to disseminate information to students, parents, schools, and communities. (see access section above)	Funds and time of those involved; insufficient follow-up and evaluation processes; lack of analytics in relation to pathway progression;	Activities play a role in keeping open the 'pipeline in' to university  See outreach section above

JCU access and preparation programs	College of Medicine and Dentistry Student Selection Process; Indigenous Health Careers Access Program (3 week intensive preparation course); JCU Diploma of Higher Education (1 year full and 2 years part time);	See access section above	Diploma of Higher Education and IHCAP closely articulated to undergraduate programs; further analysis of first year performance of participants indicated
Distance programs; External modes of study;	<ul style="list-style-type: none"> <li>• <a href="#">Remote Area Teacher Education Program</a> (RATEP) Aboriginal and Torres Strait Islander students based in communities throughout Queensland;</li> <li>• Provision of external access to many JCU subjects;</li> </ul>	Technology issues; finding tutors in remote areas; prior educational attainment levels; English literacy and numeracy issues;	External and distance provisions provide flexible options essential for keeping students in study
Orientation Activities	Aboriginal and Torres Strait Islander UniStart (2 day course ahead of main JCU orientation program)	Voluntary participation; no systematic feedback or evaluation process	Participation rate indicates need for improvement to process; Anecdotally reported to support early transition, student confidence, connections between Indigenous students, sense of belonging
Provision of pastoral and academic support for commencing and continuing students to support transitions and progress	Centre, College and remote campus learning and pastoral support services	In 2016, the challenges of identifying all students who need support indicated a need for refining and clarifying roles and strategies within the Centre and for reviewing alignment of Centre support and other JCU student support strategies	Minor restructure and adjustment of roles and positions to take effect from mid- 2017
Provision of Indigenous student social and study spaces and facilities	Provides Aboriginal and Torres Strait Islander students with a space to meet, study, share information and support each other on all JCU campuses; Provides access to student support staff; Provides withdrawal rooms for tutoring sessions; Provides access to kitchen and computer facilities;	The Aboriginal and Torres Strait Islander Centre is on the margins of the Townsville Campus; the Cairns Campus centre has been confined to a demountable a distance from the offices of support staff;	The Townsville main student space is essential for some students but not as well-used as it could be. Plans for relocation and renovation of student support centres commenced in 2016 in Cairns and Townsville and due in mid-2017 and early-2018 respectively.

Other symbolic strategies that express JCU's commitment to university-wide visibility of the Indigenous presence	These include: the flying of the Aboriginal and Torres Strait Islander flags; protocols for welcome to and acknowledgement of country; the production in 2016 of a Townsville campus Indigenous heritage trail app supported by the TO's of the campus lands; the support of Reconciliation Week and Mabo Day activities; the annual Mabo Lectures series.	No direct measurable impact on student success	Involvement of the wider Indigenous community and the development of a sense of place and belonging for Indigenous students, which are understood to be retention indicators.
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### Indigenous Education / Support Unit's role

Following the 2015 restructure and the mid-2016 appointment of the PVC Australian Indigenous Education and Strategy, the Australian Aboriginal and Torres Strait Islander Centre is now better positioned to improve student participation in more educationally substantive ways.

### Future Improvements to lift participation rates:

Strategies	Outline of strategies	Constraints	Outcome
Alignment of university-wide access, preparation and selection strategies or College-based strategies with Centre strategies	Review of articulations and review of substance of strategies to ensure: breadth of reach; that programs align with needs and make efficient use of resources; improving selection processes; that Indigenous student support staff value-add to university-wide teaching learning and student engagement strategies by providing more specialized and personalised support; that all strategies prioritize the educational success of all Indigenous students.	Transition period associated with review, disestablishment and redevelopment.	Intended outcome: A more cohesive effort across campus; a clearer focus on students' progressions through the outreach and pre-entry activities and programs into undergraduate enrolment.
A central focus on the support of enrolled students; improving management of the different stages of the whole of education journey from pre-entry to graduations destinations.	Improved planning in relation to staff roles, responsibilities and schedules across the distinct areas of: <ul style="list-style-type: none"> <li>• Outreach</li> <li>• Discipline-based preparation pathways and programs;</li> <li>• Student Recruitment</li> <li>• Admission and selection processes;</li> <li>• Orientation programs;</li> <li>• Support for commencing students;</li> <li>• Ongoing support for continuing students;</li> <li>• Additional opportunities during course of study that increase students' graduate opportunities</li> <li>• Review and evaluation processes of centre strategies;</li> <li>• Documentation and reporting.</li> </ul>	Time period associated with review and implementing changes	Intended outcomes: More focus on retaining enrolled students and supporting academic persistence capacities; Better management of the annual calendar; clearer focus on staff roles and responsibilities relating to different stages in the educational journey.
Improved student analytics to	Improvement of data collection relating to student profiles; improved methods of tracking	Related to university systems and processes and	Intended outcomes: More timely

inform better programs and support practices	student progress; improved methods for documenting student support interventions and follow up; improvement to systems for sharing student information;	Centre support staff capabilities	interventions to resolve student challenges before withdrawal or subject failure occurs.
Improved academic learning and pastoral support strategies	The clarification of learning support and pastoral roles to distinguish them while building better integration between these areas of effort; an early contact and follow-up strategy for commencing students prior to census date to improve retention at this point; the development of Individual Learning Support Plans from commencement; the development of a case-management approach to individual student support; early allocation of supplementary tutors; the inclusion of well-being programs for students to assist management of negative emotions involved in or affecting learning; a strategy to build up the numbers of cadetships and scholarships for Indigenous students; the professional development of staff knowledge and skills sets;	Staff knowledge and skills sets	Intended outcomes: a priority for supporting educational success and progress; monitoring of all students' progress; timely interventions
Improved study spaces	Relocation and redesign of student support centre spaces in Cairns and Townsville to achieve easier access and more frequent incidental interactions between support staff and students.	Planning process commenced 2016	Underway and on schedule for mid-2017 and early 2018 openings.
Student finance, accommodation and graduate destination strategy	An identified role in the Centre to work across a range of stakeholders – JCU, corporate, industry etc., to increase the number of scholarships, cadetships, accommodation options, and internship and work experiences for employment readiness	Time	Identified appointment to commence in mid-2017

5. Enable Aboriginal and Torres Strait Islander students to attain the same completion rates from award courses in higher education as for other Australians.

Your response to this goal needs to address but is not limited to the following points:

- The **total number** of Aboriginal and Torres Strait Islander student **completions** at Bachelor level and above in 2016, compared to 2015 (please provide an all student comparison).
- **Support mechanisms** you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.
- **Indigenous Education / Support Unit's role.**

	2015	2016
Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	4	1
Non Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	77	71
Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	18	13
Non Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	584	513
Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	59	50
Non Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	1895	1520

**Support mechanisms 2016**

Support mechanisms	Description	Constraints	Outcome
Supplementary tutorial support	Previously ITAS	Finding suitable tutors continues to be challenging, in remote areas particularly; management of the process needs improvement to ensure timely allocation of tutors	Supplementary tutoring is one of the most important support measures, management processes a priority and focus of attention
Student Engagement Officers	Provide pastoral and cultural support to all students;	It became evident in 2016 that inadequate processes and structured direction were in place to ensure staff could identify all students in need and follow up with timely support	2016 ongoing review and clarification of roles, systems, and processes to ensure more effective and accountable outcomes
Academic Skills Advisors	Provide academic learning support for students	Inadequate use of systemic processes for ensuring all students' needs could be identified and tutors assigned in time to prevent failures; staff not sufficiently equipped or supported to design and implement	Review and clarification of roles, systems and processes to ensure more effective and accountable outcomes; focused professional development program for different staff tasks; progress ongoing

		Individual Learning Support Plans	
Aboriginal and Torres Strait Islander Library Liaison Officer	Provides introduction to the library, and ongoing assistance to Aboriginal and Torres Strait Islander students. Also assists with information literacy, training and resolving students' ICT issues	Limited to Townsville Campus	An important additional element to academic learning support; may need some review to align with Centre's support roles
Aboriginal and Torres Strait Islander <a href="#">Student Mentoring Scheme</a>	New students are linked with a Student Mentor in O Week or before, who assist with enrolment procedures and other issues to help settle commencing students into university life at JCU.	Student mentors have to be careful that they do not compromise their own study in order to support other students.	This program was discontinued in Semester 2 2016. Support staff to play a more active role in supporting enrolment, orientation and transition; other ways of ensuring students have peer support are being considered.
JCU-wide strategies Blackboard Analytics for Learn	Indigenous students engagement in learning is supported by their required use of the JCU Learning Management System. Five learning analytics reports are embedded in the Learning Management System for every subject. This is monitored by academic staff who can intervene early if a student is not engaging as appropriate.		Academic and Support staff roles and interactions in this system being reviewed to use it more effectively.

### Indigenous Education / Support Unit's role

The Support Unit staff are responsible for all these support measures, with the exception of the Library Liaison Officer and the Learning Management System analytics, although they access the system for monitoring purposes.

### Future Improvements:

- The refinement of all academic and pastoral support strategies.
- The development of systems and processes for monitoring and tracking student progress and the outcomes of support interventions
- The improvement of Centre analytics to inform the review and improvement of support strategies
- The systemisation of support staff reporting processes
- Professional development of staff to reflect and appraise their practice and to develop and implement necessary changes to existing support practices.
- Professional development of staff to implement effective case-management of students
- Professional development of staff in all compliance areas
- The improvement of student finances and accommodation through a concerted Centre strategy

**6. To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.**

Your response to this goal needs to address but is not limited to the following points:

- Details of how and to what extent **Indigenous perspectives are reflected in curriculum at your University.**
- How the University addresses the **cultural competency** of its staff and students.
- The **University's involvement with Indigenous community** members in working toward this goal.
- **Indigenous Education / Support Unit's role.**

- Details of how and to what extent **Indigenous perspectives are reflected in curriculum at your University.**

The JCU Graduate Attribute Statement requires all courses to demonstrate that on completion, students embrace diversity and be responsive to sustainable reconciliation in the communities of the tropics to which JCU belongs.

Course Learning Outcomes for all courses include reference to this graduate attribute statement.

Additionally, JCU has adopted a focused curriculum model emanating from recent review and reform processes – the JCU Model.

This model includes clear guidelines to staff including the following:

- Actively engage with Aboriginal and Torres Strait Islander cultural learning opportunities
- Promote appropriate cultural protocols with Aboriginal and Torres Strait Islanders
- Develop experiences that enhance cross-cultural communication
- Actively embed Aboriginal and Torres Strait Islander perspectives.

Specific subjects which incorporate Indigenous perspectives

[ED3443:03 Teaching ESL to Indigenous Students](#)

[ED4461:03 Indigenous Futures](#)

[EV3252:03 Indigenous Environmental Management](#)

[HS2101:03 Indigenous Health Studies for Nursing and Midwifery](#)

[IA1007:03 Linking Indigenousness 1](#)

[IA1015:03 Indigenous Australians: Survival, Identity and Cultural Diversity](#)

[IA2013:03 Ecology and Australian Indigenous Cultures](#)

[IA2016:03 Australian Indigenous Politics](#)

[IA2017:03 Impact of Change on Indigenous Peoples: A Global Perspective](#)

[IA3003:03 Indigenous Family Wellbeing and Community Development](#)

[IA3012:03 Introduction to Indigenous Research](#)

[IA5010:03 Indigenous Research Ethics](#)

[IA5011:03 Field Procedures in Indigenous Research](#)

[IA5014:03 Indigenous Knowledges and Research](#)

[IA5431:03 Justice and Indigenous Peoples](#)

[PS3006:03 Complex Cases in Rural, Remote and Indigenous Communities](#)

Additionally all health courses at JCU have placement experiences in rural and remote communities with a focus on Aboriginal and Torres Strait Islander communities.

JCU is in the process of developing a professional development subject ED5307 Transforming Teaching and Learning for Australian Aboriginal and Torres Strait Islander Contexts as part of the Graduate Certificate in Education (Academic Practice).

The Indigenous Studies program run out of the Aboriginal and Torres Strait Islander Centre is currently in the process of redeveloping its suite of subjects into a Major sequence.

- How the University addresses the **cultural competency** of its staff and students.



The [Reconciliation Action Plan 2015-2017](#) includes Action 2.1 *Engage JCU students and staff in cultural learning to increase their understanding and appreciation of Australian Aboriginal and Torres Strait Islander peoples, histories, cultures and achievements*. Specifically, this Action has a Measurable Target to *Develop and implement a comprehensive program that aims to increase cultural awareness and competency of JCU staff to engage and respond to Australian Aboriginal and Torres Strait Islander imperatives in higher education*.

The Aboriginal and Torres Strait Islander Workforce Strategy puts forward a number of actions to create an environment free of racism and discrimination including the implementation of improved induction processes and initiatives to increase the uptake of cultural competency by new staff.

- The **University's involvement with Indigenous community** members in working toward this goal.

JCU considers its Indigenous staff to be its primary connections to the Indigenous community and is fortunate to have Traditional Owners on its staff. However more broadly JCU engages with its local community by:

- Inviting and involving members from the Aboriginal and Torres Strait Islander community in events of cultural significance, to deliver Welcome to Country, share stories, give speeches, performance and demonstrate weaving and other cultural skills;
- Inviting Aboriginal and Torres Strait Islander peoples from community to be guest speakers at lectures to educate in their area of expertise that improves students' level of cultural understanding; and
- Recognising and participating in events organised by the local Aboriginal and Torres Strait Islander communities.

The **Indigenous Education / Support Unit's role** in supporting this goal.

The Centre plays a role through its informal and formal relationships with JCU staff and divisions across the university.

It also works to integrate cultural competence elements through research protocols workshops and inclusion in Centre and JCU pre-service courses of :

- Knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories and contemporary realities and awareness of protocols (cultural awareness);
- Critical reflection on one's own culture and professional paradigms in order to understand its cultural limitations;
- Proficiency to engage and work effectively in Indigenous contexts congruent to the expectations of Aboriginal and Torres Strait Islander peoples; and effecting positive change in one's profession.