



Aboriginal & Torres Strait Islander Employment Strategy & Action Plan 2018-2021

Respect Valuing individual differences and diversity.	Rational Inquiry Motivated by evidence and reasoning.	Personal Excellence Striving to realise potential.	Integrity Behaving ethically and pursuing rigorous intellectual positions.
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Reconciliation Action Plan 2018-2021

Provide an environment that values Aboriginal and Torres Strait Islander peoples and knowledge, contributes to a society in which Aboriginal and Torres Strait Islander peoples have the same opportunities as other Australians and respects diversity, equality, and the contributions of all its citizens.

Relationships	Respect	Opportunities
<ul style="list-style-type: none"> Build long term relationships with Aboriginal and Torres Strait Islander people particularly from local communities, schools and our own students by offering a range of employment opportunities that support work/study models. 	<ul style="list-style-type: none"> Increase the cultural competence of the workforce by providing professional development opportunities for all levels of staff that extends beyond cultural awareness at orientation. Ensure all Aboriginal & Torres Strait Islander staff are supported to access cultural leave and flexibility to balance cultural needs. 	<ul style="list-style-type: none"> Support Aboriginal and Torres Strait Islander staff, building capacity and leadership potential. Support Aboriginal and Torres Strait Islander staff in accessing mainstream processes such recruitment and promotion by appropriate support and sensitivity to process barriers.

Employment Action Plan

Meet or exceed targets for work/study pipeline programs e.g. traineeships, cadetship, or internship cohort conversions and academic casual conversions.	At least 25% of all professional and academic staff in each business unit participate in one cultural awareness session per year.	Aboriginal & Torres Strait Islander staff turnover (voluntary separation rates) on par with non-Indigenous staff	Each school has a strategy to increase aboriginal academic staff within their staff profile	Success rates of Aboriginal and Torres Strait Islander staff through University processes on par with non-Indigenous staff.	100% of Aboriginal staff can access development programs they need to advance their careers.
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Measures & Targets

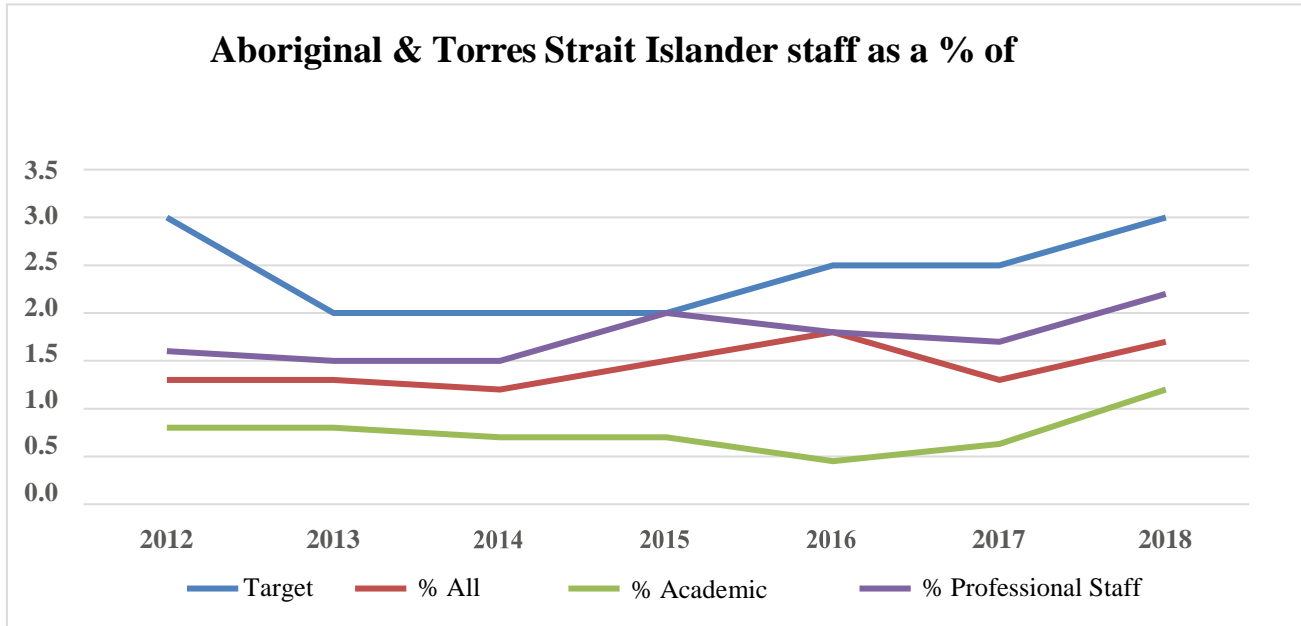
<p>Representation and improved distribution:</p> <ul style="list-style-type: none"> 3.0% All staff ECU 3.0 % of all staff at the School and Centre level. 2.0% Academic Staff 3.5 % Professional Staff 3% for Sessional and Casual staff. 	<ul style="list-style-type: none"> Aboriginal &/or Torres Strait Islander staff voluntary separation rates are on par with non-Aboriginal &/Or Torres Strait Islander separation rates.(3-year rolling average) 	<ul style="list-style-type: none"> Cultural awareness program participation rates. Staff survey results for Aboriginal and/or Torres Strait Islander staff
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Context

Table 1: Aboriginal & Torres Strait Islander ECU Employment Trends against Target: % Ongoing and Contract Employment



Year	2014	2015	2016	2017	2018 YTD	3% Target 2020
All Staff (headcount)baseline	1669	1682	1771	1809	1775	1800
All staff voluntary separation rates (%)	9.9%	6.0%	5.2%	5.2%	0.5%	
Total Aboriginal & Torres Strait Islander Staff	21	26	25	29	31	54
- Academic staff (headcount)	4	4	4	5	6	13
- Professional staff (headcount)	17	22	21	24	25	41
- Voluntary separation rates (%) ¹	14.3%	3.8%	4.0%	6.9%	0.0%	Par with all staff

As at 30 June 2018

¹ Vol Sep rates = seps / all staff HC; ; Aboriginal staff seps / All Aboriginal HC Data is EIM based on ASCENDER pay

Action Plan

Action	Outcomes	Who	When
Secure adequate ongoing funding to underwrite entry-level employment programs and cultural development actions within this action plan.	Review conducted of funding and expenditure 2018 YTD and projection of requirement to support the different placement mix. Ongoing central funding support approved to underwrite the employment strategy and action plan. Access alternatives for funding from other sources.	DHRSC PVC (E&I) SDVC	June/July 2018 – update budget commitment
EMPLOYMENT PROGRAM			
Negotiate placements for employment pipeline programs e.g. traineeships, diplomas, cadetship, or internship as well as casual conversions	10 active traineeships/cadetships/ internships maintained annually made up of: <ul style="list-style-type: none"> GTO Traineeships (50%) ECU students work-study (20%) ECU conversion contracts; cohort and work-study (30%) Meet these annual objectives for the mix of placements. By 2020 all schools/centres to offer at least one placement bi-annually	DHRSC/Coordinator Executive Deans(ED) Centre Directors(CD)	From 2018 yearly internal objectives Targets reviewed annually
Develop a governance mechanism to ensure transparency around the identification and allocation of opportunities within the employment program	RAP convened and ongoing oversight of a small panel membership.	PVC(E&I) DHRSC/ MSHR VC RAP Committee	Q3 2018
Develop an internal <i>Guide to Recruiting and Developing Aboriginal</i> staff as a resource for HR advisers and Hiring managers/panel members	Recruitment guides and practices that reflect innovative models incl. merit-based “third way” of recruitment and selection of Aboriginal and Torres Strait Islander people. This will include guidance on the use of the 50D and 51S roles under the EEO Act 1984 (WA).	DHRS/ Coordinator	Q4 2018
Develop supported pathway for sessional lecturers, tutors, technical and professional staff to progress through to postgraduate coursework /Higher Degrees by Research programs to build academic pipeline. (RAP)	2 candidates identified each year from 2018 to build a pipeline with 6 staff in it permanently at different stages of development.	PVC (E&I) DGRS EDs	End 2019
Address specific reporting gaps and develop actions to support Athena SWAN Action Plan	A strategy to identify and recruit Aboriginal females in STEM areas into pipeline programs.	MSHR STEM-ED’s	End 2020
CULTURAL AND PROFESSIONAL DEVELOPMENT			
Review and update current format delivery models for cultural awareness and competence training to develop an online offering to drive higher participation levels. (Funding has been approved for this under RAP)	At least 25% of all professional and academic staff in each business unit participate in one cultural competence session per year.	PVC(Educ) DHRSC	By mid-2019

All teams/work areas employing Aboriginal and/or Torres Strait Islander staff assessed for cultural awareness and safety.	Maintain low Aboriginal & Torres Strait Islander staff turnover rates for core positions – separation rates on par with non-Indigenous staff or lower	DHRSC/ MSHR/ Coordinator*	Ongoing
Provide support (incl. mentoring/coaching) to support the career development aspirations of all Aboriginal staff to support equitable distribution across classification levels	Success rates of Aboriginal and Torres Strait Islander staff through University processes e.g. promotions, HDAs, secondments etc on par with non-Indigenous staff.	DHRSC MSHR	Applicant rate targets by end of 2019
Promote and increase take up of Academic Study Leave by eligible Aboriginal and Torres Strait Islander staff	100% of Aboriginal and Torres Strait Islander staff are aware of professional and career development opportunities and are supported to access PD offerings	DHRSC PVC (Educ) DORI	Yearly
Staff scholarships/study support is directly promoted to Aboriginal and Torres Strait Islander staff and take up is monitored	<ul style="list-style-type: none"> • ‘Mentoring for our Mob’ maintained • Trial innovative evidence-based coaching and mentoring models • Support program offered to all new Indigenous staff 	DHRSC MSHR/ Coordinator	From 2018 onwards
	Development goals and study options for Aboriginal staff are incorporated in Management for Performance discussions	DHRSC/ MSHR EDs Centre Directors	2021
	Aboriginal and Torres Strait Islander staff participate in ECU’s mainstream leadership development programs		
Develop a set of guiding principles on supporting Aboriginal and/or Torres Strait Islander staff culture to ensure an inclusive and respectful workplace for all ECU staff.	Growth in number and retention of Aboriginal staff. Increased knowledge and cultural awareness of all ECU staff.		

Abbreviations	
SDVC	Senior deputy Vice Chancellor
DHRSC	Director Human Resources Service Centre
PVC (E&I)	Pro Vice Chancellor Equity and Indigenous
PVC Education	Pro Vice Chancellor Education
DORI	Director Office of Research and Innovation
DGRS	Director Graduate School
ED	Executive Deans
CD	Centre Directors
MSHR	Manager Strategic HR
Coordinator	Role of HR Adviser on Aboriginal Employment
RAP	Reconciliation Action Plan
AESAP	Aboriginal and Torres Strait Islander Employment Strategy Action Plan