

# Indigenous Student Success Program

## 2020 Performance Report

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### 1. Enrolments (Access)

Edith Cowan University's (ECU) strategies to increase higher education participation for Aboriginal and Torres Strait Islander students are set out in ECU's fourth *Reconciliation Action Plan (RAP) 2018-2021*.

Specific actions to increase higher education access for Aboriginal and Torres Strait Islander students include:

<b>Action 16.</b>	Take a community leadership role in promoting Aboriginal and Torres Strait Islander higher education and building opportunities for wider community engagement in it.
<b>Action 18.</b>	Implement marketing and recruitment strategies for Aboriginal and Torres Strait Islander students to further improve access and increase participation in ECU courses.
<b>Action 19.</b>	Increase the enrolment of Aboriginal and Torres Strait Islander students at ECU including in pathway programs.

In 2020, the COVID-19 pandemic impacted all student and staff operations across ECU's learning and teaching, research and support functions. In Semester 1 ECU migrated all teaching to online mode of delivery and transitioned most staff to remote working.

In this unprecedented year, ECU's access and engagement with Western Australian Aboriginal communities and people was adapted to take account of restrictions on large gatherings and social distancing requirements with some migrated to virtual events. The program of engagement and recruitment activities, planned and executed included:

- 41 'information sessions' were held online and at the Joondalup and Mount Lawley campuses for prospective Aboriginal students seeking information about courses, pathways, scholarships, support or tours of campus. (Action 18).
- Five *Exploring ECU* sessions were held, bringing Aboriginal students onto campus for a hands-on experience and potential study options. (Action 18).
- 10 visits and online presentations by ECU's Aboriginal Recruitment Coordinator to schools to talk with groups of Aboriginal and Torres Strait Islander students about university options and engage with student cohorts. (Action 16).
- Attendance at five Expo style events targeted to Aboriginal and Torres Strait Islander groups to promote and discuss study options. e.g. Future Footprints Expo. (Action 16).
- *Dreaming at ECU* inspires Aboriginal and Torres Strait Islander students and encourage them to explore higher education options. It is an opportunity for teachers and their Year 9 to 12 Aboriginal and Torres Strait Islander students to visit ECU's campuses. Due to pandemic, a smaller version of *Dreaming* was held in late 2020 and included talks from guest speakers, interactive workshops and entertainment. (Action 18).

- Held in the 2019-2020 summer break, ECU's School of Business and Law joined business schools across WA's public universities to initiate a *National Indigenous Business Summer School (NIBSSWA)* program, (Katitjiny Boya Birrit – Noongar for "Pathway to Understanding Business") for senior secondary school students, and involving Indigenous business leaders and entrepreneurs. 25 students from WA participated in the week-long residential program to work on a Business Case Study problem, and attended workshops, panel discussions and industry site visits. Feedback indicated that the program provided a rich learning experience for students and increased students' awareness of, and confidence about, their higher education and future work opportunities. (Action 16).
- The *Bilang Program* is a free, two-day residential program provides a taste of university life at ECU to Aboriginal and Torres Strait Islander students in Years 9 to 11. The program delivery for 2020 was postponed until 2021 due to the pandemic. (Action 18).

### Aboriginal University Readiness Assessment (AURA)

Established and implemented in June 2020, the AURA (formerly known as the Aboriginal Student Intake Test), is an improved pathway into ECU for prospective Aboriginal and Torres Strait Islander students. Students undertake a self-assessment of their skills, knowledge and lifestyle to make informed decisions about commencing and thriving in their studies at ECU. Administered by Kurungkurl Katitjin, AURA provides a holistic and personalised approach to commencing an enabling or undergraduate course at ECU, and establishes strong support networks early in their student journey. At the end of 2020, 60 Aboriginal and Torres Strait Islander people had completed the AURA. The self-assessment of skills, knowledge and lifestyle component of the AURA process has also provided Kurungkurl Katitjin with greater insights into prospective students capacities and motivations and in turn, prospective students undertake a deeper consideration and personal reflection in making an informed decision about university study. This has seen a greater level of retention and success for students who have continued onto their recommended pathway. (Action 19).

ISSP funding, supplemented by HEPPP funding and ECU in-kind funding, contributed to access activities in 2020.

### Scholarships

In 2020, ECU offered a range of education, accommodation and reward scholarships for Aboriginal and Torres Strait Islander students, supporting 209 students (refer to the breakdown below).

**Table 1 Scholarships - breakdown of 2020 payments<sup>1 2 3</sup>**

	Education Costs		Accommodation		Reward		Total <sup>4 5</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling <sup>6</sup>	0	0	0	0	0	0	0	0
Undergraduate <sup>7</sup>	46,863	40	1,625	2	38,775	154	87,263	196
Post-graduate <sup>8</sup>	4,250	5	0	0	1,800	8	6,050	13
Other	0	0	0	0			0	0
<b>Total</b>	51,113	45	1,625	2	40,575	162	93,313	209

The *Reward Scholarship* introduced by Kurungkurl Katitjin in 2018 to recognise Aboriginal and Torres Strait Islander students who excel in their studies, continued in 2020. The Scholarship is awarded post-

census date, based on results achieved in the previous semester. Eligible continuing students were awarded \$100 for a *Distinction (D)* and \$150 for a *High Distinction (HD)* per unit.

The *Best Start Scholarship* designed by Kurongkurl Katitjin in 2019 also continued in 2020. These scholarships distributed financial support based on students' social and economic circumstances, academic engagement and progress data held by the University. The points system allocated across the various indicators identified students who were most in need of financial support.

A major strength of this approach was the removal of barriers associated with the standard scholarship application process, with students being proactively identified and awarded accordingly. The scholarship provided eligible students with \$375 per unit, up to a maximum \$1500 (based on study load). A total of \$51,753 was awarded to 46 Aboriginal and Torres Strait Islander students in 2020.

ECU also promoted and awarded a number of scholarships and prizes on behalf of industry and individual donors. In 2020, the following awards were made to five Aboriginal students at ECU:

- *Dorothea Swift Nursing Scholarship* – to one Bachelor of Science (Nursing) student;
- *Perth Airport Aboriginal and Torres Strait Islander Scholarship* – to two first year students;
- *Kevin Button and Susie Lim Scholarship* – to one student; and
- *Kate Mullin Education Scholarship* – to one student.

Marketing of scholarships is targeted and further promoted through Kurongkurl Katitjin in a fortnightly electronic newsletter sent to all of ECU's Aboriginal and Torres Strait Islander students.

### **Engagement and outreach activities**

Though significantly impacted by the pandemic, ECU's engagement with Western Australian Aboriginal communities and people continued in 2020. Social distancing requirements and restrictions on large gatherings resulted in most on-campus activities moving to an online environment where possible. Kurongkurl Katitjin participated in the first Virtual Open Day on 9 August, with a presence at scaled back Open Day events held across all three campuses in October. This provided an opportunity to explore broadening the scope of engagement and recruitment activities to include potential on-line or virtual options into the future.

ECU's multiple award-winning *Old Ways New Ways* program supports schools, teaching staff and students to build aspirations for higher education using traditional Aboriginal science as its foundation, linking to contemporary science. COVID-19 pandemic adaptations in 2020 included updating the full suite of resources for online delivery and investigations into the use of virtual classrooms and other forms of digital delivery. Liaison and meetings with schools continued virtually and were followed up with the distribution of additional program resources to schools to support topic delivery. This program is partially funded by ISSP, supplemented by ECU funding, and is led by staff from Kurongkurl Katitjin.

In 2020, ECU worked to implement the recommendations from the ECU Aboriginal and Torres Strait Islander Student Access and Participation Review that was completed towards the end of 2019. The review, with internal and external panel representation, examined the efficacy of ECU's student outreach, engagement and prospective student marketing activities aimed at attracting students to study at ECU and to increase the number of Aboriginal and Torres Strait Islander student enrolments.

- The Review panel made 12 recommendations in areas including: designing aspiration programs for younger school students; enrolment target setting; marketing and communications strategy; greater data analysis including of enrolment patterns to inform future strategies; more tailored and relatable marketing campaigns to target Aboriginal and Torres Strait Islander communities; and policy and governance arrangements.

- All 12 recommendations were endorsed by ECU's Executive in February 2020 and were discussed and also noted at the February 2020 meeting of ECU's *Kudjukat Wow-r-ing Committee*, with implementation of the recommendations a key focus for 2020. Progress was tracked, recorded, summarised and reported through a recommendation tracker table. Kudjukat Wow-r-ing is a sub-committee of ECU's Equity and Diversity Committee (a senior management committee of the Vice-Chancellor), responsible for providing high level advice on matters which impact on the University's service provision, outcomes and reputation in relation to Aboriginal and Torres Strait Islander people.

### **2020 Mid-Year Recruitment Campaign**

Following the review recommendation on the need for a strong emphasis on resourced and targeted recruitment activities, ECU developed its first integrated marketing campaign as an additional activity to the University's overall marketing and recruitment efforts.

The campaign ran from 15 June – 24 July 2020 and comprised radio and digital (Facebook, Instagram, Mobile Banner) activity primarily targeting mature aged (21-34) Aboriginal and Torres Strait Islander people. The campaign aimed to attract students to a range of disciplines, focusing on areas of existing strength including Education, Engineering and Social Work. The campaign saw a 25% increase in commencing student enrolments, with close to 50% of applicants progressing to enrolment – significantly higher than in the previous year.

### **New Student Engagement Team**

In response to the 2019 *Aboriginal and Torres Strait Islander Access and Participation Review*, an ECU Aboriginal and Torres Strait Islander Marketing and Recruitment Strategy was developed in 2020 for implementation in 2021. In addition, a dedicated and coordinated, Kurongkurl Katitjin-led engagement team will be created to increase Aboriginal and Torres Strait Islander student enrolments.

As a result, Kurongkurl Katitjin has established three new positions: An External Relationships Coordinator; a Communications and Engagement Officer; and a Student Success and Engagement Officer (based at the South-West campus). In 2021, this team will assist in a whole-of-institution approach to increase participation and coordinate relationships with targeted schools and external organisations to connect prospective students and community to ECU.

In 2020, ISSP funding contributed to engagement and outreach activities with Aboriginal and Torres Strait Islander students and communities. This was supplemented by HEPPP funding and ECU in-kind funding.

### **Enabling Programs**

ECU continued to offer its enabling course to Aboriginal and Torres Strait Islander prospective students to provide the best preparation for undergraduate study. Successful completion of the no-fee, one semester program provides entry to most ECU undergraduate courses. This program is delivered on all three campuses, as well as online and within selected high schools.

In order to widen access and increase participation, two new intensive offerings were developed in 2020. *UniPrep Accelerate*, a condensed version of ECU's general UniPrep course was delivered on ECU's Joondalup and South West campuses from November 2020 until January 2021.

*UniPrep Summer* is a new program aimed at school leavers with a 'near-miss' ATAR. This intensive four-week course was developed in 2020 for delivery on the Joondalup Campus in 2021. Successful completion of these courses enables students to start an undergraduate degree in Semester 1, 2021.

These courses are being heavily promoted to attract more Aboriginal and Torres Strait Islander peoples for future intakes.

## Performance

Data provided by the National Indigenous Australians Agency, December 2020:

Total Number of Institutions: 40	2016	2017	2018	2019
EFTSL	229.21	234.96	248.04	228.08
EFTSL ranking	23	25	25	25
EFTSL – Regional & Remote	74.13	69.82	71.73	56.59
EFTSL – Regional & Remote ranking	21	24	22	30

Between 2015 and 2018, ECU's Aboriginal student load steadily increased. Load decreased in 2019 to 228 EFTSL (-8%) from 248 EFTSL in 2018. ECU's overall ranking remained unchanged from 2018 to 2019.

ECU's regional and remote Aboriginal student load decreased in 2019, with a decrease in ECU's relative ranking of eight places.

## 2. Progression (access and outcomes)

ECU's strategies to improve retention and success of Aboriginal and Torres Strait Islander students are set out in ECU's fourth *Reconciliation Action Plan, 2018-2021* with the following specific actions relevant to access and outcomes:

<b>Action 11.</b>	Routinely acknowledge Aboriginal and Torres Strait Islander peoples, Country, cultures and histories as a way of building relationships between Aboriginal and Torres Strait Islander Peoples and non-Indigenous students, staff and wider University community.
<b>Action 12.</b>	In consultation with ECU's Cultural Ambassador and Elders-in-Residence, expand at all ECU campuses welcoming, inclusive and educative spaces that celebrate Aboriginal and Torres Strait Islander cultures and Country.
<b>Action 14.</b>	Increase the cultural competence of the workforce by providing professional development opportunities for all levels of staff that extend beyond cultural awareness at orientation.
<b>Action 20.</b>	Develop an agreed whole of institution approach to supporting the success of Aboriginal and Torres Strait Islander students throughout the student life cycle from the time of enrolment to graduation and beyond.
<b>Action 21</b>	Aim for improvements in retention and success rates for Aboriginal and Torres Strait Islander students equal to those of domestic non-Indigenous students in the same fields of study.

Additionally, ECU's *Student Success Blueprint 2018–2021* was approved in July 2018. Priority Three is dedicated to improving retention for all students, including Aboriginal and Torres Strait Islander students, by normalising the use of the University's extensive support services, enhancing the transition to university, reviewing courses and units, investigating further financial support options, and building a feeling of belonging through peer programs. (Action 20).

### Aboriginal and Torres Strait Islander Student Orientation

In 2020, Kurungkurl Katitjin ran dedicated orientation sessions for Aboriginal and Torres Strait Islander students, attended by 55% of commencing students. The sessions enabled students to build relationships with one another and learn about ECU's tailored academic and other supports. Initiatives

such as this this have supported Aboriginal and Torres Strait Islander students to achieve higher success rates in 2020.

### **Kurongkurl Katitjin's Student Success Team**

Kurongkurl Katitjin's Student Success Team is responsible for providing dedicated support to ECU's Aboriginal and Torres Strait Islander students, through the implementation of proactive "success" activities and addressing and resolving more complex individual student issues in a case management approach. By building strong relationships and linking ECU's centrally coordinated services, the Student Success Team aims to improve Aboriginal and Torres Strait Islander student retention, success and completion. All team members are Aboriginal staff and the team comprises a Manager and three Student Success Officers, all of whom have higher education qualifications and understand the university journey and student lifecycle.

The following are some of the new initiatives and activities undertaken by the Team in 2020:

- hosting an inaugural *ATMP Welcome Session for Tutors* to strengthen relationships with the Kurongkurl Katitjin Student Success team and share good practice and successes of our Aboriginal and Torres Strait Islander student cohort in 2019;
- implementation of *ATMP Tutor and Student Survey* to capture feedback in improving the program and their respective experiences;
- *Roadmap to Graduation* focuses on career development and readiness beyond graduation by identifying plans post-graduation and providing relevant, tailored support and information;
- The *Re-enrolment Campaign* targeted students in their final semester or recent graduates to consider further study at ECU by personally tailoring information to map out three courses to complement their study area; and
- The development of a custom Aboriginal designed Sash for students to wear at graduation ceremonies.

### **Tutorial Assistance**

The ECU *Aboriginal Tuition and Mentoring Program* (ATMP) continued in 2020 under the management of Kurongkurl Katitjin.

The ATMP supported 111 Aboriginal and Torres Strait Islander students (28% increase on 2019) to develop strong foundations for good study habits and structure throughout studies. This represents a take-up rate of about 24% (4.8 percentage points increase on 2019) from the 473 students eligible for support through ATMP.

In 2020, tuition was provided by 47 tutors to 111 students, with an increase in overall hours of tuition provided from 3320 to 4831 (45% increase). Notable increases are illustrated in tuition provided and student participation.

In addition, several changes were made to the program in 2020 including:

- Due to COVID-19, the ATMP was adapted to the temporary online teaching arrangements, migrating in Semester 1 from face-to-face tuition sessions to online sessions only - via Zoom or Skype, email and phone or a combination. The program saw an increase in tuition hours as students sought extra support and engagement.
- While in-person tuition was available in Semester 2, a large cohort of students continued to connect with their tutors via phone and online.

- ATMP student application forms were converted from a paper-based to an online process to improve efficiency in data capture and streamline administrative processes.
- While ATMP student feedback has been traditionally been collected through Kurungkurl Katitjin's *Student Satisfaction Survey*, specific ATMP Student and Tutor Surveys were introduced in 2020 to capture feedback to improve the program and the student and tutor experience.
- Evaluation of survey data was integrated into program planning for 2021, including updates to the program guidelines and informing the content for the 2021 Tutor Welcome Session. A number of additional improvements have been identified and are continuing into 2021.

While there were significant changes made to the program throughout the pandemic impacted year, it is worth noting that Kurungkurl Katitjin's 2020 Student Satisfaction Survey identified ATMP as the most valuable student success initiative.

The ATMP costs include the direct costs of engaging tutors to provide academic and study skills and mentoring assistance, and to fund a part-time program co-ordinator.

**Table 2a Tutorial assistance provided in 2020**

Level of study	Number of students assisted	Total hours of assistance <sup>9</sup>	Expenditure <sup>10</sup> (\$)
Enabling	26	287	
Undergraduate	72	3419	
Postgraduate	6	564	
Other	7	561	
<b>Total</b>	<b>111</b>	<b>4831</b>	<b>273,472</b>

**Table 2b Indigenous Support Activities provided in 2020<sup>11</sup>**

Activity <sup>12 13</sup>	Number of student participants	Expenditure (\$)
Aboriginal Tuition and Mentoring Program	111	273,472
Student Engagement, Marketing and Recruitment	200 +	147,289
Scholarships (include Reward + Accommodation)	209	93,313

### **Pastoral Care and Academic Support**

Kurungkurl Katitjin provides pastoral care and academic support for Aboriginal and Torres Strait Islander students and has a vital role in improving progression and completions for Aboriginal and Torres Strait Islander people in higher education. Its purpose is to *"provide excellence in teaching and learning and research in a culturally inclusive environment that values the diversity of Indigenous Australian history and cultural heritage"*.

Over 2020, Kurungkurl Katitjin staff continued to provide pastoral care and academic support to Aboriginal and Torres Strait Islander students across ECU, in a culturally-appropriate learning and support environment. Kurungkurl Katitjin is headquartered at the Mount Lawley Campus and provides dedicated study and break-out areas for the University's Aboriginal and Torres Strait Islander students,

with additional computing facilities, quiet space for tutoring sessions and a social hub to connect as a student community.

ISSP funded renovations in 2020 have significantly enhanced the Mount Lawley student spaces to be a more welcoming, accessible and supportive space for students.

Smaller rooms with computers, printers and desk space are located on ECU's other campuses at Joondalup and Bunbury.

Local Aboriginal Elders are engaged and continue to provide advice to students and staff and offer guidance to senior management and committees of the University. In addition, having a dedicated Elder-in-Residence proves invaluable, with regular requests to provide cultural advice in teaching, student learning and belonging, and in research.

### **Cultural competency**

By raising awareness of Aboriginal and Torres Strait Islander cultures, knowledge and issues and by advocating for improved outcomes and reconciliation, ECU seeks to ensure that its students, staff and graduates make positive contributions to the sustainability and well-being of Aboriginal and Torres Strait Islander peoples and communities.

In 2020, Kurongkurl Katitjin continued to lead on key cultural events for ECU and the wider community, including Reconciliation Week and NAIDOC Week. With the deferral of NAIDOC Week celebrations nationally from July to November in 2020, ECU celebrated NAIDOC and Pride in an innovative and intersectional way that recognised and celebrated the unique communities and individuals and the connections within both of these vibrant, active and strong communities in Perth.

ECU also has a range of direct strategies to increase the cultural competence of its staff by providing professional development opportunities, extending well beyond cultural awareness training at orientation.

'Katitjin Nyininy' the ECU commissioned online Aboriginal cultural awareness training activity is now available for all staff with additional professional development offerings including:

- *Cultural awareness*
- *Developing Cultural Competence*
- *Moorditj Mob -sharing intercultural perspectives.*

ISPP partially funded ECU's cultural awareness activities in 2020.

### **Performance**

Data provided by the National Indigenous Australians Agency, December 2020:

Total Number of Institutions: 40	2016	2017	2018	2019
Success Rate	67.97	67.37	66.54	71.31
Success Rate ranking	30	32	33	29

ECU's Aboriginal student success rate increased to its highest level in 2019. ECU's ranking reflected the increasing success rates, moving up from 33<sup>rd</sup> in 2018 to 29<sup>th</sup> in 2019.



### 3. Completions (outcomes)

ECU's strategies to improve completions for Aboriginal and Torres Strait Islander students are set down in the *ECU Reconciliation Action Plan, 2018-2021* (RAP). The following RAP actions are particularly relevant to completions:

<b>Action 20.</b>	Develop an agreed whole of institution approach to supporting the success of Aboriginal and Torres Strait Islander students throughout the student life cycle from the time of enrolment to graduation and beyond.
<b>Action 21.</b>	Aim for improvements in retention and success rates for Aboriginal and Torres Strait Islander students equal to those of domestic non-Indigenous students in the same fields of study.

#### Support for course completion

In this unprecedented pandemic year, Kurungkurl Katitjin's Student Success Team were heavily involved in ECU's coordinated response to manage and respond to the impact of COVID-19 on enrolled students. This included:

- identification and nomination of students who were eligible for an ECU Support Grant to assist with financial hardship;
- identifying students who required additional loan laptops and dongles; and
- facilitating a significant increase in enquiries, particularly focused on providing guidance and support in adapting to the online teaching environment, enabling access to technology and resources; navigating revised academic processes and supporting extreme hardship.

Activities directed towards improved completions also contribute to performance on retention and success and have been reported above.

#### Student Employability

In 2020, Kurungkurl Katitjin's Student Success team developed a 'Road Map to Graduation' as an employability plan to assist current Aboriginal and Torres Strait Islander students with career development and job readiness. This includes a specific focus on initiatives and activities across all years of study year, for students to prioritise employability throughout their course rather than leaving it until close to completion of their studies.

The team also implemented a *Re-enrolment campaign*, encouraging 22 students to consider further education at ECU by targeted communications tailored to each student personally. Of those 22, five students re-enrolled for Semester 1, 2021.

ECU's planned, inaugural Indigenous Careers Fair was unable to proceed due to pandemic restrictions.

#### Performance

Data provided by the National Indigenous Australians Agency, December 2020:

Total Number of Institutions: 40	2016	2017	2018	2019
Award Completions	42	40	42	44
Award Completions ranking	24	25	29	27

ECU's Aboriginal student completions increased from 42 in 2018 to 44 in 2019. ECU's ranking improved by two places from 29<sup>th</sup> in 2018 to 27<sup>th</sup> in 2019.

In 2020, ECU produced 43 Aboriginal and Torres Strait Islander graduates.

Many of the activities directed towards improved completions also contribute to performance on retention and success. ISSP funding supplemented by ECU in-kind funding contributed to ECU's completion activities in 2020.

#### 4. Regional and remote students

**Table 4 Scholarship data for remote and regional students** <sup>14 15</sup>

	Education Costs		Accommodation		Reward		Total <sup>16</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2019 Payments	16,500	15	1,000	1	7,100	28	44	24,600
B. 2020 Offers <sup>17</sup>	28,875	25	1,000	1	8,250	39	65	38,125
C. Percentage <sup>18</sup> (C=B/A*100)								
<b>2020 Payments</b>	28,875	25	1,000	1	8,250	39	65	38,125

##### 4a. Number of Remote and Regional students that received a scholarship in 2020:

The value of Scholarships offered by the University to remote or regional students in the 2020 academic year (Section 21(3) in the Guidelines refers) was \$38,125 (ISSP/ICAS/ICECS).

ECU's South West Campus at Bunbury is the largest regional campus in Western Australia. The campus provides a broad range of higher education courses in business, health sciences, nursing, teaching and social work. The Campus provides excellent facilities and student support services to students from communities in the South West Region, including Aboriginal communities and people.

ECU's new UniPrep Accelerate, a condensed version of ECU's general UniPrep course, is available for study at the South West Campus and provides a fee-free pathway for Aboriginal and Torres Strait Islander students to progress to undergraduate study.

#### 5. Working with Vulnerable People Requirement<sup>19</sup>

	Yes/No
Has the university completed a risk assessment?	Yes
Have staff involved in ISSP received training?	Yes
Does the university have a compliance process in place?	Yes

#### 6. Eligibility requirements

##### 6.1 Indigenous Education Strategy

ECU continues to satisfy the requirements of the ISSP guidelines for an "Indigenous Education Strategy" through its Reconciliation Action Plan (RAP) 2018-2021. This, the University's fourth RAP, was developed during 2018 and has been endorsed by *Reconciliation Australia* at Stretch level. The RAP is aligned with the themes and targets in the *Universities Australia Indigenous Strategy 2017-2020*. A suite of 36 actions is included, each with a number of deliverable targets and timeframes with responsibilities allocated across the institution. The RAP is publicly available on ECU's website:

[https://www.ecu.edu.au/\\_data/assets/pdf\\_file/0012/782886/ECU-Reconciliation-Action-Plan-2018-2021.pdf](https://www.ecu.edu.au/_data/assets/pdf_file/0012/782886/ECU-Reconciliation-Action-Plan-2018-2021.pdf)

The RAP articulates the University's reconciliation efforts in the following seven themes:

**1. Leadership and Governance** – (Relationships and Respect) managing and governing the University to drive change through reconciliation and establish ECU as an exemplar of good practice and institutional integrity in reconciliation for our communities and partners.

**2. Cultural Understanding** – (Relationships and Respect) supporting cultural understanding, trust and respect and celebrating Aboriginal and Torres Strait Islander as part of our shared, national story and identity.

**3. Community Partnerships** – (Relationships and Respect) building strong relationships and partnerships with our communities.

**4. Aboriginal and Torres Strait Islander Students** – (Relationships, Respect and Opportunities) providing meaningful opportunities for Aboriginal and Torres Strait Islander students throughout their academic journey.

**5. Aboriginal and Torres Strait Islander Staff** – (Relationships, Respect and Opportunities) providing economic and social benefits through Aboriginal and Torres Strait Islander employment and career development.

**6. Teaching and Learning**– (Respect and Opportunities) embedding Aboriginal and Torres Strait Islander content and perspectives and providing significant educational opportunities for all members of the ECU community.

**7. Research**– (Respect and Opportunities) embedding cultural competence and providing significant research opportunities.

Collectively, these contribute to improving higher education access and outcomes for Aboriginal and Torres Strait Islander students with actions in Theme 4. *Aboriginal and Torres Strait Islander Students* being especially relevant:

<b>Action 18.</b>	Implement marketing and recruitment strategies for Aboriginal and Torres Strait Islander students to further improve access and increase participation in ECU courses.
<b>Action 19.</b>	Increase the enrolment of Aboriginal and Torres Strait Islander students at ECU including in pathway programs.
<b>Action 20.</b>	Develop an agreed whole of institution approach to supporting the success of Aboriginal and Torres Strait Islander students throughout the student life cycle from the time of enrolment to graduation and beyond.
<b>Action 21.</b>	Aim for improvements in retention and success rates for Aboriginal and Torres Strait Islander students equal to those of domestic non-Indigenous students in the same fields of study.

ECU's *Kudjikat Wow-r-ing Committee* monitors the implementation and progress of ECU's RAP. The Committee has representation from Aboriginal and Torres Strait Islander students, staff and the community. The Committee ensures that the University's Aboriginal and Torres Strait Islander education and employment strategies are implemented, monitored and reported against.

A high-level report of progress is submitted annually to the University's governing Council providing an opportunity to engage Council members in discussion about current and future Reconciliation efforts.

## 6.2 Indigenous Workforce Strategy

ECU satisfies the requirements of the ISSP Guidelines for an Indigenous Workforce strategy through its endorsed *Aboriginal and Torres Strait Islander Employment Strategy and Action Plan 2018-2021*.

This is available from the ECU website:

[https://www.ecu.edu.au/\\_data/assets/pdf\\_file/0005/823721/ECU-Aboriginal-Torres-Strait-Islander-Employment-Strategy-2018-2021.pdf](https://www.ecu.edu.au/_data/assets/pdf_file/0005/823721/ECU-Aboriginal-Torres-Strait-Islander-Employment-Strategy-2018-2021.pdf)

Specific actions are also included in ECU's RAP:

<b>Action 22.</b>	Continue the implementation of a targeted staff recruitment and development program for Aboriginal and Torres Strait Islander people.
<b>Action 23.</b>	Strengthen and implement the 'Grow Our Own' initiative to mentor and support ECU's Aboriginal and Torres Strait Islander graduates into academic positions at the University.
<b>Action 24.</b>	Support Aboriginal and Torres Strait Islander staff, building capacity and leadership potential.

- The *Aboriginal and Torres Strait Islander Employment Strategy and Action Plan 2018-2021* (action plan) reflects the 3% target as required by Section 12 of the ISSP Guidelines and includes strategies and key performance indicators for increasing the number of Aboriginal and Torres Strait Islander academic and professional staff engaged by ECU and sets paths for their professional development and career advancement.
- The 3% Aboriginal and Torres Strait Islander employment rate is also a target in ECU's *Strategic Plan 2017-2021 World Ready*. Annual reports on progress against the target are provided to the University's governing Council.
- The action plan sets out annual actions and targets to improve employment outcomes for example, entry-level staff, traineeships, internships and cohort programs, managing staff turnover, and cultural awareness training.
- Performance against the action plan is monitored by ECU's Kujukat-Wow-r-ing and Equity and Diversity Committees.
- ECU employs an Adviser, Aboriginal and Torres Strait Islander Employment Programmes, located within the Human Resources Services Centre.
- All Aboriginal and Torres Strait Islander staff at ECU are comprehensively briefed on the range of professional and career development opportunities that are available. Aboriginal and Torres Strait Islander staff are encouraged and fully supported to access all available offerings.
- Mentoring and informal supports are provided to Aboriginal and Torres Strait Islander staff across academic and professional roles at ECU. A range of Indigenous staff are engaged in management ready programs or are receiving coaching through the Adviser, Aboriginal and Torres Strait Islander Employment Programmes, and the Office of Pro-Vice-Chancellor (Equity and Indigenous) in relation to academic promotion.
- In 2020, ECU's Aboriginal and Torres Strait Islander employment rate was 2.3% an increase from 2.0% in 2019.
- ECU continued to implement the Aboriginal and Torres Strait Islander traineeship program in 2020 offering places to 10 trainees per year. The conversion rate to ongoing employment at ECU for trainees is 80% which has enabled steady and sustainable growth in Aboriginal and Torres Strait Islander employment.

- Further development of ECU's 'Grow your Own' initiative will create career pathways into anticipated Associate Dean (Indigenous) positions within schools or relevant service centres such as the Centre for Learning and Teaching.

**Table 6.2 Indigenous workforce data (2020 breakdown)**<sup>20 21 22 23</sup>

Level/position	Permanent		Casual/contract/fixed-term	
	Academic	Non-academic	Academic	Non-academic
H3		3		4
H4		13		5
H5		2		4
H6		9		4
H7		7		3
H8		1		
AAPVC	1			
ALEVA	1		10	
ALEVB	4			
ALEVC	3			
ALEVD	3			
<b>Total</b>	<b>12</b>	<b>35</b>	<b>10</b>	<b>20</b>

### 6.3 Indigenous Governance Mechanism

ECU satisfies the requirements of the ISSP guidelines for an "Indigenous Governance Mechanism" through the role of the Pro-Vice-Chancellor (Equity and Indigenous). Professor Braden Hill has been in the role of the ECU Pro-Vice-Chancellor (Equity and Indigenous) since January 2019.

Professor Hill, is a Noongar (Wardandi) man from the South West of Western Australia and in addition to his role as the Pro-Vice-Chancellor (Equity and Indigenous) Professor Hill is Head of Kurongkurl Katitjin, Edith Cowan University's (ECU) Centre for Indigenous Australian Education and Research. Professor Hill is a member of the University Executive and the Chair of ECU's *Kudjukat Wow-r-ing Committee*).

*Kudjukat Wow-r-ing* has Aboriginal and Torres Strait Islander student, staff and community member representation and provides one focal point for ECU's reconciliation efforts. The committee also ensures that the University's education and employment strategies continue to be monitored, implemented and reported against. Decisions and updates on the application of ISSP funding are made at *Kudjukat Wow-r-ing* through consultation and discussions. Two regular meetings of *Kudjukat Wow-r-ing* were held in 2020, in February and August. Projects and initiatives supported by ISSP funding were discussed at both meetings.

A key agenda item considered in 2020 was the outcomes and implementation plan from the 2019 - *Review of ECU's Review of Aboriginal and Torres Strait Islander Student Access and Participation*. Other agenda items considered included: ECU Retention and Success 2020: highlights regarding Aboriginal and Torres Strait Islander student outcomes; updates on ECU's *Aboriginal and Torres Strait Islander Employment Strategy and Action Plan*; ECU's *Reconciliation Action Plan 2018-2021*; the work of Kurongkurl Katitjin's Student Success Team; ECU's Aboriginal and Torres Strait Islander Research

Strategy and Research Grant; Aboriginal University Readiness Assessment (AURA); Aboriginal and Torres Strait Islander content in the curriculum; and ECU's online cultural awareness program.

<b>Action 5</b>	Improve the representation of Aboriginal and Torres Strait Islander students, staff and community members in ECU's decision-making processes.
<b>Action 30</b>	Increase Aboriginal and Torres Strait Islander representation on Consultative Committees.

ECU RAP actions are shown above.

The participation by Aboriginal and Torres Strait Islander staff, students and external representatives on key University committees has been discussed above. Further examples are:

- Kurongkurl Katitjin's role in ECU's decision-making processes through membership of its staff on: University Executive; Academic Board; the Board of Examiners; the Education Committee and the Research and Higher Degrees Committee.
- The Vice-Chancellor's Student Advisory Forum includes two Aboriginal student representatives, one from WAAPA (Western Australian Academy of Performing Arts, ECU) and one nominated through Kurongkurl Katitjin.

### **6.3.1. Statement by the Indigenous Governance Mechanism**

In accordance with subsection 17 (2)(b) of the Indigenous Student Assistance Grants Guideline 2017, I can confirm that ISSP grant funding for 2020 has been expended as shown in the financial acquittal, and that this performance report is an accurate reflection of decision-making processes and performance in 2020.

## Additional information for completing the template

<sup>1</sup> Only payments made during 2020 can 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>2</sup> Record the number of students (head count) not EFTSL.

<sup>3</sup> Include both preserved and new ISSP scholarships.

<sup>4</sup> This figures in this column should be the sum of the relevant row.

<sup>5</sup> The total may not be the sum of the previous columns as some students may receive several scholarships.

<sup>6</sup> Include payments to all enabling students, including remote and regional students.

<sup>7</sup> Include payments to all undergraduate students, including remote and regional students.

<sup>8</sup> Include payments to all postgraduate students, including remote and regional students.

<sup>9</sup> Record only hours of instruction received by the students (do not include staff planning or organising time).

<sup>10</sup> Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

<sup>11</sup> Add more rows if necessary.

<sup>12</sup> Include a brief description of the activity.

<sup>13</sup> Providers can either provide a breakdown of the major activities or a total for all the activities undertaken. Examples of activities may include mentoring, outreach activities, promotion of scholarships, events, elder-in-residence, career guidance etc.

<sup>14</sup> Only record amounts which would/did require payment during the 2020 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.

<sup>15</sup> Note the data in this table is a subsection of the all student scholarship data provided in Table 1.

<sup>16</sup> This figures in this column should be the sum of the relevant row.

<sup>17</sup> Record all verbal and written scholarship offers for the 2020 calendar year, including those offers that were not accepted by the student. Record the 2020 component of new scholarship offers and the planned 2020 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).

<sup>18</sup> This data confirms the provider's compliance with Section 21(3) of the Guidelines.

<sup>19</sup> This section confirms that the provider complies with Section 35A of the Guidelines.

<sup>20</sup> While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce.

<sup>21</sup> Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.

<sup>22</sup> The numbers recorded here should be a headcount of staff and not the full-time equivalent.

<sup>23</sup> There is no longer a requirement to break up these by faculty. Please group together results by level.