

Indigenous Student Success Program 2019 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:

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

ECU's access and engagement with Western Australian Aboriginal communities and people continued to be extensive and wide-ranging. In 2019, the program of engagement and recruitment activities included:

- 18 'Drop in' sessions held at the Joondalup and Mount Lawley campuses for prospective Aboriginal students seeking information about courses, pathways, scholarships, support or tours of campus. (Action 18).
- 10 *Exploring ECU* sessions were held, bringing Aboriginal students onto campus for a hands-on experience and potential study options. (Action 18).
- 11 visits 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 seven Expo style events targeted to Aboriginal and Torres Strait Islander groups to promote and discuss study options. e.g. Future Footprints Expo. (Action 16).
- The *Bilang Bilang Program* – (pronounced bil-ung bil-ung), was developed in 2019 by Kurongkurl Katitjin, ECU's Indigenous Support Unit). This inaugural, free, two-day residential program provided a taste of university life at ECU to Aboriginal and Torres Strait Islander students in years 9 to 11. The program showcased ECU's courses through a variety of interactive workshops, provided students with first-hand experience of living on campus to inspire students to consider university study. The program was promoted across the state, with regional students accessing travel scholarships to enable their attendance and participation. (Action 18).

- *Dreaming at ECU* is designed to inspire 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. *Dreaming* includes talks from guest speakers, interactive workshops and entertainment. (Action 18).
- ECU increased efforts across recruitment and conversion work by initiating direct telephone contact with all Aboriginal and Torres Strait Islander prospective students with offers to study at ECU, in order to provide better support through the offer, acceptance and enrolment processes. (Action 19).

ISSP funding supplemented by HEPPP funding and ECU in-kind funding contributed to access activities in 2019.

In 2019, ECU undertook a number of significant, comprehensive reviews initiated by the incoming Pro-Vice-Chancellor, (Equity and Indigenous). These focused on *Aboriginal and Torres Strait Islander Student Access and Participation* and ECU's *Academic Pathways Programs*. All review panels comprised external representatives. ECU's approach to and arrangements for Aboriginal and Torres Strait Islander student recruitment were separately considered for their efficacy and impact. All reviews were completed at the end of 2019.

These reviews generated a number of recommendations that have been endorsed at University Executive level for implementation in 2020. The recommendations are wide-ranging and address the necessary strategic, structural and operational changes required to more effectively position ECU as an institution of choice for Aboriginal and Torres Strait students and are intended to increase Aboriginal and Torres Strait Islander student access, participation and success in their studies at the University.

Scholarships

In 2019, ECU offered a range of education, accommodation and reward scholarships for Aboriginal and Torres Strait Islander students in full-time study, supporting 139 students in total (refer to Table 1 below).

Table 1 ISSP Scholarships - breakdown of 2019 payments

	Education Costs		Accommodation		Reward		TOTAL (of preceding columns)	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling	0	0	0	0	0	0	0	0
Undergraduate	47,965	38	3728	2	39725	101	141	91,418
Post-graduate	750	2	1,125	1	4300	14	17	5,050
Other	0	0	0	0	0	0	0	0
Total	48,715	40	4,853	3	44,025	115	158	96,468

Although students cite financial issues as a major barrier to their participation in higher education, Kurungkurl Katitjin identified that Aboriginal and Torres Strait Islander students were not actively applying for scholarship support. As a result, the *Reward Scholarship* was introduced by Kurungkurl Katitjin in 2018 to recognise Aboriginal and Torres Strait Islander students who excel in their studies. 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.

Additionally, 2019 saw the establishment of an additional innovative, pilot scholarship that used enrolment data as predictive indicators for support needs. The *Best Start Scholarship* was designed by Kurungkurl Katitjin to automate the scholarship process by creating a system to distribute 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, and often off-putting scholarship application and processes, with students being proactively identified and awarded accordingly. The scholarship was established in Semester 2, 2019 and provided eligible students with \$375 per unit, up to a maximum \$1500 (based on study load). A total of \$32,257 was provided to 29 Aboriginal and Torres Strait Islander students.

ECU's *Vice-Chancellor's Aboriginal and Torres Strait Islander Scholarship* is normally awarded to one student and for the first time in 2019, four students in the following degrees: Bachelor of Social Science; Bachelor of Education; Bachelor of Science (Nursing); and Bachelor of Sport, Recreation and Event Management, received a scholarship.

ECU also promoted and awarded a number of scholarships and prizes on behalf of industry and individual donors. In 2019, the following awards were made to nine Aboriginal students at ECU:

- *Dorothea Swift Nursing Scholarship* – to a Bachelor of Science (Nursing) to one student;
- *Western Power Aboriginal and Torres Strait Islander Scholarship* to one student;
- *Department of Fire and Emergency Services (DFES) Aboriginal and Torres Strait Islander Scholarship* to one student;
- *Perth Airport Aboriginal and Torres Strait Islander Scholarship* – to two first year students;
- *Kevin Button and Susie Lim Scholarship* – to one student;
- *Inspiring Minds Equity Scholarships* – to two students; and
- *Kate Mullin Education Scholarship* – to one student.

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

Engagement and outreach activities

ECU's engagement with Western Australian Aboriginal communities and people continued in 2019.

ECU ran a number of outreach programs for Aboriginal and Torres Strait Islander school students. In addition to the specific activities listed above, the multiple award-winning *Old Ways, New Ways* was delivered across 18 schools. This program is partially funded by ISSP supplemented by ECU funding and is led by staff from Kurongkurl Katitjin.

The University completed the *Towards 2020 Review: Aboriginal and Torres Strait Islander Student Access and Participation* which reviewed the efficacy of ECU's student outreach, engagement and student marketing activities that endeavour to attract students to study at ECU. The recommendations from the review are being implemented in 2020 to increase Aboriginal and Torres Strait Islander student enrolments.

In 2019 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, in order to provide the best preparation for undergraduate study. Successful completion of the no-fee, one semester program provides entry to most ECU undergraduate courses.

Aboriginal and Torres Strait Islander students may also gain entry to undergraduate courses by passing the *Aboriginal Student Intake Test (ASIT)*: a culturally-appropriate assessment of skills and knowledge.

The ASIT is administered by Kurungkurl Katitjin and is held at the Mount Lawley and Bunbury campuses twice a year.

While continuing to provide enabling programs throughout 2019, a comprehensive review of enabling programs and pathways was also undertaken. This will deliver significant change to the programs in 2020.

Performance

Data provided by the National Indigenous Australians Agency, December 2019:

Total Number of Institutions: 40	2015	2016	2017	2018
EFTSL	195.46	229.21	234.96	248.04
EFTSL ranking	22	23	25	25
EFTSL – Regional & Remote	71.48	74.13	69.82	71.73
EFTSL – Regional & Remote ranking	20	21	24	22

Between 2015 and 2018, ECU's Aboriginal student load steadily increased from 195 EFTSL to 248 EFTSL (27%). ECU's overall ranking remained unchanged from 2017 to 2018.

After a decrease in 2017, ECU's regional and remote Aboriginal student load increased slightly in 2018, with an increase in ECU's relative ranking of two 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:

Action 11.	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.
Action 12.	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.
Action 14.	Increase the cultural competence of the workforce by providing professional development opportunities for all levels of staff that extend beyond cultural awareness at orientation.
Action 20.	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.
Action 21	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).

Under the new leadership of Professor Braden Hill, Pro-Vice-Chancellor (Equity and Indigenous) and Head of Kurungkurl Katitjin, a major focus in 2019 was the establishment of new student support infrastructure. This included the formation of a dedicated Aboriginal Student Success team in mid-April 2019 and realigning the administration of the *Aboriginal Tuition and Mentoring Program* (ATMP) within Kurungkurl Katitjin.

This resulted in Kurungkurl Katitjin repositioning itself to lead and inspire this work, while becoming a more proactive and responsive collaborator with other University outreach and service efforts for the Aboriginal and Torres Strait Islander student cohort.

Kurungkurl 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 university qualifications and understand the university journey and student lifecycle.

New activities and initiatives that have been implemented by the team to date in driving student engagement, retention and success outcomes include:

- implementation of a *Student Success Survey* to capture baseline data about ECU's Aboriginal and Torres Strait Islander student cohort, their student life experience, level of engagement, and feedback on various services and activities across ECU;

- hosting an inaugural *Student Success Forum*, in which good practice and emerging research was shared to help improve student outcomes;
- integration and usage of Salesforce (ECU's Student Information System) as a tool for student case management;
- establishment of *First Contact Screening Matrix* to assist in identifying student needs, with a proactive approach to intervention strategies around student support; and
- customised student communications including telephone contact, electronic newsletters, SMS messaging and emails. Additionally, Kurungkurl Katitjin has established a social media presence to engage more directly with students and our communities.

Early and provisional results show a positive improvement in overall undergraduate level success rates and feedback from students has been extremely positive. Current data shows a significant increase from 74.9% in 2018 to 81% in 2019, with the upward trend likely to remain in 2020.

Tutorial Assistance

The ECU *Aboriginal Tuition and Mentoring Program* (ATMP) continued in 2019 with responsibility for the management of the ATMP reverting back to Kurungkurl Katitjin, with an increased FTE for the Coordinator position from 0.5 to 0.8 FTE.

The ATMP program consists of individual and group tutorial support and scheduled group skills workshops. The ATMP supported 87 Aboriginal and Torres Strait Islander students (23% increase on 2018) to develop strong foundations for good study habits and structure throughout studies. This represents a take-up rate of 19% from the 466 students eligible for support through ATMP.

In 2019, tuition was provided by 42 tutors to 87 students, with an increase in overall hours of tuition provided from 2294 to 3320 (45%). The number of hours of tuition available per student was increased with all students allocated 25 hours per unit (full-time enrolment to a maximum of 100 hours). Students retained autonomy to focus their tuition on specific units and coursework.

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 2019

Level of study	Number of students assisted	Total hours of assistance	Expenditure (\$)
Enabling	18	442.25	
Undergraduate	62	2,433	
Postgraduate	4	266.25	
Other	(Certificate IV) 3	178.5	
Total	87	3320	281,190*

*Includes the ATMP Coordinator salary costs.

Table 2b Indigenous Support Activities provided in 2019

Activity	Number of student participants	Expenditure (\$)
Aboriginal Tuition and Mentoring Program (ATMP)	87	281,190*
Old Ways, New Ways Program (OWNW)	100 +	11,788**
Student Engagement, Marketing and Recruitment (i.e Bilang Bilang, Dreaming at ECU etc.)	200 +	67,226**
New Scholarships (including Reward + Accommodation)	158	96,468**

*Includes ATMP Coordinator salary costs.

**Program costs only.

Pastoral care and academic support

Kurongkurl 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 2019, Kurongkurl 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. Kurongkurl 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. Smaller rooms with computers, printers and desk space are located on ECU’s other campuses at Joondalup and Bunbury.

As part of ECU’s *Aboriginal Cultural Ambassador Initiative*, Aboriginal Elders were engaged to provide advice to students and staff and offering guidance to senior management and committees of the University. In addition, having a dedicated Elder-in-Residence continued to prove 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 2019, Kurongkurl Katitjin continued to lead on key cultural events for ECU and the wider community, including Reconciliation Week and NAIDOC Week. Kurongkurl Katitjin’s leadership role in this regard is made possible through annual funding of \$200,000 for the ECU *Aboriginal Cultural Ambassador Initiative*, which began in 2011 as a means of resourcing high-level advice on and support of Aboriginal cultural activities across the University. Various milestones of activity associated with the *Aboriginal Cultural Ambassador Initiative* have been developed to focus action around the enhancement of Aboriginal culture and knowledge, with a particular focus on Noongar perspectives, across the University as well as with the broader ECU Community.

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’ a new, online Aboriginal cultural awareness training activity for staff was developed by ECU and Evolve Communities, an organisation majority-owned by Aboriginal and Torres Strait Islander people. Additional professional development offerings in 2019 included:

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

ISPP partially funded ECU’s cultural awareness activities in 2019.

Performance

Data provided by the National Indigenous Australians Agency, December 2019:

Total Number of Institutions: 40	2015	2016	2017	2018
Success Rate	71.41	67.97	67.37	66.54
Success Rate ranking	28	30	32	33

ECU's Aboriginal student success rate has declined over the time series and dropped to its lowest level in 2018. ECU's ranking reflected the declining success rates, dropping from 28th in 2015 to 33rd in 2018.

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, 2015-2018* (RAP). The following RAP actions are particularly relevant to completions:

Action 20.	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.
Action 21.	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.

In 2019, Kurungkurl Katitjin's Student Success Officers established closer links with ECU's Careers and Employability Team to further promote employment and graduate opportunities to Aboriginal and Torres Strait Islander students.

Kurungkurl Katitjin has connected with *CareerTrackers*, the Aurora Internship Program - the WA Department of Health and several other government and corporate organisations to promote relevant internship, cadetship and graduate opportunities for Aboriginal and Torres Strait Islander students.

These connections have resulted in deliberate email and telephone campaigns to specifically target students within relevant disciplines throughout the year.

In 2019, ECU produced 48 Aboriginal and Torres Strait Islander graduates, the highest to date in any single year.

Support for course completion

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

Graduate employment and alumni links

In order to assist Aboriginal and Torres Strait Islander students with employment, ECU also funds a dedicated Aboriginal and Torres Strait Islander Employment Coordinator position.

Work continued in 2019 to develop better ways of engaging ECU's Aboriginal and Torres Strait Islander alumni. ECU explored potential mentoring, guest speaking, and volunteering opportunities, to further engage with our Aboriginal and Torres Strait Islander alumni. Communication and connection with the University for Aboriginal and Torres Strait Islander graduates is maintained through both the Office of Development and Alumni Relations, and through Kurungkurl Katitjin.

Performance

Data provided by the National Indigenous Australians Agency, December 2019:

Total Number of Institutions: 40	2015	2016	2017	2018
Award Completions	39	42	40	42
Award Completions ranking	24	24	25	29

Following a slight decrease in 2017, ECU's Aboriginal student completions increased in 2018 to 42. ECU's ranking dropped four places from 25th in 2017 to 29th in 2018.

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 2019.

4. Regional and remote students

Table 4 Scholarship data for remote and regional students

	Education Costs		Accommodation		Reward		TOTAL (of preceding columns)	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2018 Payments	13,065	7	10,710	2	25,650	47	56	49,425
B. 2019 Offers +continuing commitments	16,500	15	2,125	1	7,100	28	44	24,600
C. Percentage (C=B/A*100)								
2019 Payments	16,500	15	2,125	1	7,100	28	44	24,600

4a. Number of Remote and Regional students that received a scholarship in 2019:

Value of Scholarships offered by the University to remote or regional students in the 2019 academic year (Section 21(3) in the Guidelines refers) was \$24,650 (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.

The Indigenous University Orientation 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

	Yes/No
Has the provider completed a risk assessment?	Yes
Have staff involved in ISSP activity received training?	Yes
Does the provider 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

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:

Action 18.	Implement marketing and recruitment strategies for Aboriginal and Torres Strait Islander students to further improve access and increase participation in ECU courses.
Action 19.	Increase the enrolment of Aboriginal and Torres Strait Islander students at ECU including in pathway programs.
Action 20.	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.
Action 21.	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

Specific actions are also included in ECU's RAP:

Action 22.	Continue the implementation of a targeted staff recruitment and development program for Aboriginal and Torres Strait Islander people.
Action 23.	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.
Action 24.	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 Kudjikat-Wow-r-ing and ECU's Equity and Diversity Committee.
- ECU employs an Aboriginal and Torres Strait Islander Employment Coordinator located within the Human Resources Services Centre.
- ECU continued to develop and improve performance in this area In 2019. ECU's Aboriginal and Torres Strait Islander Employment Coordinator was one of the key organisers who, along with a number of other ECU staff, joined Aboriginal workforce practitioners from across key Western Australian public sector agencies and universities at the Djilba Katitjin Aboriginal Workforce Development Conference. The conference provided insights into successes, barriers and challenges in Aboriginal recruitment and retention and was an opportunity to build networks between universities and public agencies to support ongoing employment.
- In 2019, ECU 's Aboriginal and Torres Strait Islander employment rate was 2.0% an increase from 1.7% in 2018.

Table 6.2 Indigenous workforce data (2019 breakdown)

		Permanent		Casual/contract	
Faculty	Level/ position	Academic	Non-academic	Academic	Non-academic
Kurongkurl Katitjin		8	4	5	11
School of Art and Humanities				3	
School of Education		1	1	1	
School of Medical and Health Sciences				1	5
School of Nursing and Midwifery			1	3	4
School of Science			2		1
WAAPA		1		3	
Service Centres		1	8	3	4
Total	71	11	16	19	25

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 commenced as the ECU Pro-Vice-Chancellor (Equity and Indigenous) in 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 a member of ECU’s Kudjukat Wow-r-ing Committee (a senior management committee of the Vice-Chancellor) at which decisions are made on the application of ISSP funding through consultation and discussions.

ECU’s Kudjukat Wow-r-ing Committee combined and replaced the former Indigenous Consultative Committee and the Vice-Chancellor’s Reconciliation Committee in late 2018, to strengthen ECU’s focus and remove duplication and uncertainty. The proposed ECU Aboriginal and Torres Strait Islander Research Steering Committee has also been integrated into Kudjukat Wow-r-ing. Kudjukat Wow-r-ing has Aboriginal and Torres Strait Islander student, staff and community member representation.

A special meeting of Kudjukat Wow-r-ing was held in June 2019 to focus solely on the merger of the previous committees to provide one focal point for ECU’s reconciliation efforts and ensure that the University’s education and employment strategies would continue to be monitored, implemented and reported against.

Two regular meetings of Kudjukat Wow-r-ing were held in 2019, in May and October. ISSP funding was an agenda item for discussion at both meetings. Other agenda items discussed included: updates on the Aboriginal and Torres Strait Islander Employment Strategy and Action Plan; student recruitment activities; Kurongkurl Katitjin’s new Student Success Team; ECU’s new, online cultural awareness program; Aboriginal and Torres Strait Islander content in the curriculum; scholarships for Aboriginal and Torres Strait Islander students; and the successful appointment of a lead Aboriginal Elder-in-Residence, with plans to expand across all campuses.

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

ECU RAP actions are shown above.

The roles played by Aboriginal and Torres Strait Islander staff, students and external representatives on key University committees have 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.
- Vice-Chancellor's Student Advisory Forum includes two Aboriginal student representatives (one from WAAPA, 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 2019 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 2019.