

INDIGENOUS Student Success Program

UNE 2021 PERFORMANCE REPORT

30 APRIL 2022



INDIGENOUS STUDENT SUCCESS PROGRAM

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University of New England
30 April 2022

TRIM no.

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The following UNE Directorates, Business Units, Service Areas and Controlled Entities of the University of New England contributed to this statement:

- Brand Partnerships and Business Intelligence
- Careers and Employability
- Corporate Communication and Events
- Education Futures
- Education Quality
- Estate & Built Environment (EBE)
- Finance, Strategy and Business Intelligence
- Governance and University Secretary
- Integrated Services and Operational Intelligence
- Library Services
- Oorala Aboriginal Centre
- People and Culture
- Research Services
- Student Experience
- UNE Life
- UNE Partnerships

The following UNE Academic Faculties and Schools also contributed to this statement:

- ❖ Faculty of Humanities, Arts, Social Sciences and Education (HASSE) including:
 - School of Humanities, Arts and Social Sciences
 - School of Education
- ❖ Faculty of Medicine and Health (M&H) including:
 - School of Psychology
 - School of Health
 - School of Rural Medicine
- ❖ Faculty of Science, Agriculture, Business and Law (SABL) including:
 - School of Law
 - UNE Business School
 - School of Science and Technology
 - School of Environmental and Rural Science

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Acting Director, Oorala Aboriginal Centre

DOCUMENT PURPOSE

The Indigenous Student Success Program (ISSP) is a Federal Government funding initiative that provides supplementary funding to universities to help Indigenous students take on university study and achieve successful outcomes (Full details of the Program are available online at: [ISSP Program](#)). ISSP Grants are especially focused to support Indigenous students who are financially disadvantaged and/or from remote and regional areas. Each Australian university receives ISSP funding based on enrolments, progression rates and course completions of Indigenous students. A special loading also recognises the additional costs associated with assisting Indigenous students from regional and remote areas.

As an obligation of receipt of this funding, Universities are required to provide an annual Performance Report (PR) and Financial Acquittal (FA). This Performance Report is expected to include key performance data for the preceding calendar year, as well as outline the key strategies of governance, education and employment used by the University for improving the access, participation, retention and success of Aboriginal and Torres Strait Islander students.

This document and associated financial acquittal, reports the performance data and strategic options taken by UNE in 2021 to support current and future Indigenous students achieve success. It is not an exhaustive statement of all UNEs efforts but rather it is a summary of the key activities undertaken in support of our Indigenous students. The key functions of the report are to:

- To demonstrate that annual ISSP funding amounts received by UNE have been used according to the relevant Act (*Higher Education Support Act, 2003*) and guidelines (*Indigenous Student Assistance Grants Guidelines 2017*) and
- To describe additional supports the university is committing to lifting Aboriginal and Torres Strait Islander student and staff outcomes, given the supplementary nature of ISSP.

DOCUMENT PROTOCOLS

This document is to be read in conjunction with the Indigenous Student Success Program - 2021 Financial Acquittal. A statement of review and endorsement by the Indigenous Governance Mechanism, in operation at UNE throughout 2021, [commences on page 45](#) of this document. The UNE ISSP-2021 Financial Acquittal is included at [pages 46- 48](#) of this document. Official certification of the University of New England 2021 ISSP performance Report and the financial Acquittal is included on [page 49](#) of this document.

DOCUMENT DATA DISCLAIMER

Key Indigenous student data in this report were downloaded from dashboards with the Power BI "Business Intelligence Course Monitoring App" and/or the "Business Intelligence Enrolments and Load App" between the 16 March and 8 April 2022. The data in the dashboards available within Business Intelligence Services Apps, are predominately, updated through the UNE Data Warehouse on a nightly basis and therefore may differ slightly from what is reflected in this report.

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UNE INDIGENOUS STUDENT SUCCESS PROGRAM – 2021 PERFORMANCE REPORT

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1. ENROLMENTS (ACCESS)

1.1 STRATEGIES TO IMPROVE ACCESS

"The University of New England respects and acknowledges that its people, programs and facilities are built on land, and surrounded by a sense of belonging, both ancient and contemporary, of the world's oldest living culture. In doing so, UNE values and respects Indigenous knowledge systems as a vital part of the knowledge capital of Australia."¹

The COVID-19 pandemic continued to present disruptive challenges for the University of New England (UNE) in 2021. Hence, online modes of teaching and learning, as well as hybrid models of staff deployment, continued to be essential features of the administrative, academic and pastoral support offerings made to our students throughout the year. Likewise, the ongoing commitment and resilience of staff and students to the key educative functions of the university remained fundamental to the successful negotiation of each and every disruption encountered.

Another disruptive challenge to the UNE community in 2021 was caused by a 'super-cell' or tornado tore through the main Armidale campus in mid-October. This extreme weather event caused major infrastructure damage to Campus and saw the Armidale Local Regional Council declared an area of Natural Disaster (#979) by the NSW government.² This combination of pandemic and localized natural disaster are negative circumstances for which there is no parallel in the history of the Institution.

Despite these unparalleled disruptions to normal academic programming, more than one thousand Indigenous students enrolled to study at UNE in the 2021 academic year. Furthermore, in a pleasing upward trend, nearly 60 percent of these enrolments were made by students continuing their studies at UNE. To attract and retain Indigenous students in numbers not previously achieved at this Institution is a noteworthy and positive achievement in an especially difficult year. It is an appreciated result that highlights UNE's continued responsiveness to the well-being and needs of the regional communities to which it is bound. It also derives from UNE's long and sustained record of working to improve higher education opportunities and outcomes for Indigenous Australians. This 'whole of university' commitment to improving Indigenous higher education is affirmed in the [UNE Indigenous Education Strategy 2019-2021](#) which envisions UNE as an:

"Higher education provider that provides a culturally-welcoming environment for Aboriginal and Torres Strait Islander staff and students. Aboriginal and Torres Strait Islander people are empowered to excel and thrive through equal partnerships and the valuing of Aboriginal and Torres Strait Islander knowledges, practices and principles"

Likewise, UNE's commitment to equitable access to higher education regardless of circumstance – and its support for the unique requirements of Aboriginal and Torres Strait Islander people looking to undertake higher education – is enshrined within the [UNE Strategic Plan 2021-2030: Future fitting lives and communities](#). UNE commenced implementation of this decadal strategic plan in 2021. This plan will 'Future Fit' UNE and the regional communities it serves by:

- crafting, adapting and supporting learning journeys that are distinctive in their accessibility and flexibility;
- creating and sharing knowledge to make a difference locally, regionally and globally; and
- committing to environmental, social and financial resilience for the University, our staff, our students and our communities.

Founded at UNE in 1986, the Oorala Aboriginal Centre remains integral to UNE's efforts to improve higher education and employment outcomes for Indigenous. The Oorala Aboriginal Centre will continue to play a vital role as UNE aspires to continuous improvement in its support of Indigenous students and staff in Higher Education. Empowered by the 'Future Fit' agenda the Centre will strive to be at the forefront of securing UNE's aspirational goals to: *"Empower communities, Build Resilience and offer Personalised Learning Journeys for the increasing cohort of Indigenous Australians who choose to study with us."*

There is more to be done across the Institution to support and grow the academic success of our Indigenous students. The announcement of the successful recruitment of Professor Joe Fraser to the position of inaugural Pro Vice Chancellor (Indigenous Strategy) at UNE in November 2021 marks an upwards inflexion point for the University in this journey. With a solid platform of committed staff and engaged students the University is excited for the opportunities brought about by new Indigenous leadership at UNE. We welcome the opportunity to partner with the Pro Vice Chancellor Indigenous Strategy to define and embed academic and pastoral strategies that will enable Indigenous staff and students across the university to thrive and excel in their chosen endeavours. In so doing we look forward with optimism as we strive to bring practical effect to UNE's aspirations for and commitments to Indigenous Higher Education.

¹ *UNE Acknowledgement of Country, UNE Strategic Plan 2016-2020*. The words of this acknowledgement are attributed to Debra Bennell, a former Director of the Oorala Aboriginal Centre.

² See: <https://www.nsw.gov.au/disaster-recovery/natural-disaster-declarations#toc-financial-year-2021-22>

1.2 COVID -19 RESPONSES

UNE is a well-recognised specialist provider of online higher education and has a long history of providing distance learning to rural and remote Australia.³ Hence the existing academic, operational and management frameworks of the university readily transitioned to enact and/or support the fully online modes of teaching [including invigilated exams] required in response to the COVID-19 pandemic. Key aspects of UNE's COVID response, including those of particular relevance to Indigenous student support, are outlined in Sections 1.2.1 to 1.2.5 below.

1.2.1 Executive Management of COVID -19 Response

Since the beginning of the COVID-19 Pandemic UNE has managed its COVID-19 response by:

- Developing a 'risk-based approach' to decision making;
- Following new NSW Public Health Orders and encouraging staff and students to do the same;
- Managing decision making and communication with key stakeholders through the following working parties:
 - Special Incident Group [SIG]
 - COVID Academic Response Team [CART]
 - Research Response Team [RRT];
- Maintaining a risk analysis as NSW Public Health Orders change/d and regularly adjusting UNE's COVID safe plan and updating business continuity plans. In an 'abundance of caution' and to manage local regional differences on some sites, UNE has often chosen to maintain tighter settings, even when NSW Public Health Orders have relaxed certain requirements. For example, UNE continues to require the use of 'face masks' in some indoor settings on campus; and
- Implementing a COVID SAFE Governance Framework for a Phased Return to Campus as NSW Public Health began revocation of Stay at Home Orders and moved to ease other restrictions as NSW moved towards 95 percent double vaccination status. As of April 2022, UNE is operating at PHASE 3 of this Governance Framework.

Updated advice and guidelines on COVID Safety for staff, students, college residents, contractors and visitors is available at: <https://www.une.edu.au/coronavirus-information>.

1.2.2 University-wide adjustments to teaching, learning and assessment

In each Trimester since the COVID-19 Pandemic commenced, the Executive Principal Student Experience has written to all students of the University [via bulk-emails through our Student Relation Ship Management System (SRM)] alerting them to university-wide supports and adjustments made to teaching, learning and assessments to assist students. Each email has included both the details of support and adjustment measures available as well as information on how students can apply for them noting that a personal statement of impact was adequate documentation for students variously impacted by COVID-19. Measures highlighted in these emails have included:

- Special Consideration when Marking;
- Deferred Exams;
- Special Extension of Time (SET);
- Options for Alternative Assessment and/or Deferral of Intensive Schools for those students studying units with mandatory Attendance requirements; and
- Support to maintain student GPAs, if impacted by COVID-19 including:
 - Extended provisions for Withdrawal without Academic Penalty if impacted by COVID-19;
 - Provision to make application to convert a Pass (P), Credit (C), or Distinction (D) to a Satisfied Requirements (SR) grade;
 - Provision to make application to convert an overall unit grade of Fail (N), fail incomplete (NI) or Failed Compulsory Assessment (NC) to a withdrawn grade.
 - Retrospective Withdrawal: For units completed since March 2020 where students have received a fail grade, they can request that a withdrawal without academic penalty be applied retrospectively.

A key task of the Student Engagement Team at the Oorala Aboriginal Centre has been to ensure that the adjustments advised by the Executive were communicated to all Indigenous students of the University. Throughout the pandemic, the Oorala Aboriginal Centre has acted to (a) make students aware of their options for assistance and/or to (b) provide further culturally appropriate information/support and/or advice to students to allow them to make effective application for the assistance offered by the university (See Section 2.1).

1.2.3 Student Emergency Assistance Fund - COVID 19

Administered by the University Alumni Relations and Student Scholarships Team the university made funding available to support quick response grants for UNE students experiencing financial hardship impacting their ability to continue their academic studies as a result of COVID-19 related impacts. These grants remain ongoing and are intended for students who find themselves in unexpected or unforeseen financial hardship specifically as a result of the coronavirus pandemic. Specifically, the fund has been resourced to assist students with:

³ See rankings list for online universities in Australia <https://terna.courses/australia/university-rankings-list/>

- Travel and transit accommodation costs for college students who are unexpectedly having to return to the family residence due to a logistical need (e.g. interstate home) or the need to return to self-isolate, or carer responsibilities related to COVID-19;
- unexpected costs relating to changes required to their studies due to the impact of COVID-19;
- the costs of food and household essentials if income has been effected as a result of COVID-19 (e.g. Job loss, reduced hours at work etc.)

1.2.4 Development of Inclusive Pedagogy for Student Well-Being

In response to the wide spread reporting of mental health challenges during the COVID-19 pandemic, a cross university collaboration sought to develop inclusive and culturally responsive teaching approaches that directly support student mental health and well-being. Academics within the Schools of Education and Psychology joined with staff in the Oorala Aboriginal Centre and psychology practitioners in the UNE Wellness Centre to design an 'Inclusive Pedagogy for Student Well-being'. Funded by The Higher Education Participation and Partnerships Program (HEPPP)⁴ this signature pedagogy draws upon key learning frameworks and practices including Universal Design for Learning, Culturally Responsive Pedagogy and Trauma Informed Pedagogy. This Signature Pedagogy is scaffolded by four principles that provide overarching guidance to lecturers for the design, implementation and enactment of pedagogy that supports a diverse range of students at UNE. It has a focus on the implementation of strategies that improve access to undergraduate courses for people from regional and remote Australia, low socio-economic status (SES) backgrounds, and/or Indigenous persons.

At its core, this pedagogy has an aspiration to ensure UNE students experience education in a safe and accessible way and aligns with UNE's commitment in the [UNE Strategic Plan 2021-2030: Future fitting lives and communities](#) to acknowledge and validate the "unique life experience, knowledge and skills students bring to university". A suite of instructional videos outlining the signature pedagogy and each of the four principles have been produced, and can be found at: [Inclusive Pedagogy for Student Well-being](#).

1.2.5 Partnerships in support of Indigenous community vaccination

In a special COVID-related Indigenous community outreach program, UNE partnered with the Armajun Aboriginal Health Service to roll out walk-in COVID vaccinations clinics to local and regional Aboriginal communities across the New England and North West region of New South Wales. Using the resources of the UNE Medical Centre, the partnership administered over 1200 vaccinations in 2021 and helped to reduce the then low COVID-19 vaccination uptake in these vulnerable Aboriginal communities. Staff from the Oorala Aboriginal Centre supported this initiative by volunteering their time to assist in the administration of at least two of the vaccination clinics made available to the Aboriginal community of Armidale.

1.3. THE OORALA ABORIGINAL CENTRE AND INDIGENOUS STUDENT ACCESS TO HIGHER EDUCATION

"Oorala" — from a local Analwan word meaning "a camp" or "a place where people come together" — was chosen as a name for the Centre by Aboriginal students enrolled at UNE when it first opened. It reflects the historical significance of the site and its connection with the local Aboriginal community, and highlights the Centre's significance as a place that draws together Aboriginal students from all regions of Australia. Throughout 2021, The Centre and its dedicated staff provided vital support to UNE's Indigenous students as they coped and adapted to a university learning environment still impacted by the COVID-19 pandemic.

1.3.1 Alternative entry

The Oorala Aboriginal Centre began provision of alternate entry pathway programs for Aboriginal and Torres Strait Islander students at UNE in the early 1990s. These programs enhanced the available access to higher education for Aboriginal and Torres Strait Islander people and included the national award winning [TRACKS](#) Tertiary Preparation program, and the [Internal Selection Program](#) (ISP). Due to a number of practice-led teaching and learning initiatives each program has changed in scope and character since inception yet remains part of the suite of academic supports offered to Indigenous students by the Oorala Aboriginal Centre; and are a key component of UNE's long-term and successful approach to ensuring Indigenous student access to University.

The relevance of both these alternate entry pathway programs to our Indigenous students has been maintained through ongoing academic development and technological innovations in course design and delivery. This has occurred in collaboration with relevant professional and academic staff across UNE including staff within Information Technology, Library Services, Learning Design and/or Discipline based expertise. Both Programs were offered in Online format only in 2021 with 82 Indigenous students participating in TRACKS during 2021 and 22 Indigenous students making application to UNE through the ISP program (TABLE 1).

⁴ Further description of the HEPPP and other Projects funded by this Program to support Indigenous students at Oorala in 2021 are provided in Section 1.6.1.

Table 1: Indigenous Alternate Entry Programs and their uptake by Indigenous students in 2021

Program Name	Numbers of Student participants
TRACKS Tertiary Preparation Program	In 2021, there were 82 students enrolled in TRACKS, comprising 67 commencing students and 15 continuing students. This is more than double the number of students who participated in the TRACKS program in 2020.
Internal Selection Program (ISP)	In 2021 ISP applications were received from 22 Aboriginal and Torres Strait Islander students wishing to progress to study at UNE. Of these students: <ul style="list-style-type: none"> • One successfully completed the ISP program and was offered entry into a Bachelor's Degree at UNE • Ten were supported to successfully apply for direct entry to UNE based upon their prior qualifications and/or experience • Four were offered places in the TRACKS Tertiary Preparation Program; and • Seven took no further action

1.4 ADDITIONAL ENABLING STRATEGIES AT UNE ASSISTING INDIGENOUS ACCESS TO UNE

In addition to the Indigenous specific alternate entry Programs described at 1.3.1 above, UNE also makes available the online [Pathways Enabling Course](#) to all students seeking an alternate entry to University. In 2021, 22 Indigenous students participated in the Pathways Enabling Program, 13 of which were commencing students and 9 who were continuing students.

UNE also provides other discipline specific access and enabling programs for our Indigenous students. Examples of alternate entry and access initiatives of the Faculty of Medicine and Health (M&H) and the Faculty of Science, Agriculture, Business and Law (SABL) are described below:

Faculty of Medicine and Health (M&H)

Miroma Bunbilla: This Aboriginal and Torres Strait Islander pre-entry pathway to the Joint Medical Program (JMP) is offered in December each year by the UNE School of Rural Medicine in collaboration annually with the University of Newcastle (UoN).⁵ In 2021 the Program was delivered in a totally online format with 30 Indigenous students participated in the program, five of whom indicated specific interest in studying at UNE. The acting Director of Oorala and members of the Oorala Student Experience Team were contributors to the online Program as were UNE representatives from Scholarships and Residential Services.

Equity Quota: UNE has also set a 10% equity quota in the JMP for students of an Indigenous background and with seven offers made to Indigenous students for admission to the JMP at UNE in 2021 this equity quota was met.

Bachelor of Nursing: The School of Health provides Indigenous students with access to the UNE Bachelor of Nursing degree by providing information and opportunity for students to participate in:

Cadetships with NSW Health - any Aboriginal and Torres Strait Islander student entering an undergraduate nursing degree at UNE is eligible to apply for a sponsored cadetship with NSW Department of Health; and Direct Entry (Interview Pathway) – an alternative pathway for enrolment in a Bachelor of Nursing.

NSW Department of Education Aboriginal Health Worker Project – this project maps competencies from Certificate IV to the Bachelor of Community Services to ensure credit is granted to the maximum extent possible and aligns with UNE strategies for improved access, unit success rates and retention of Aboriginal and Torres Strait Islander students.

Faculty of Science Agriculture, Business and Law (SABL)

With the Faculty of Science Agriculture, Business and Law (SABL) at UNE, the following two initiatives have been the recent focus to boost the participation of students from low socio-economic backgrounds including Indigenous students:

Boosting Science Pathways: In the Faculty of SABL, all students who enrol in a STEM or Agriculture course are directed to the Boosting Science Pathways course (BSP) course from the UNE101 online preparatory unit prepared by the UNE Student Success Team. It is estimated that 6% of participating students identify as Indigenous.

Open Universities Australia: The Faculty of SABL has offered the Bachelor of Laws and Diploma of Science through Open Universities Australia (OUA) since 2019. Offering SABL units and courses through OUA has increased our rates of participation for Indigenous Australians.

⁵ For further details of the program is available at: [Miroma Bunbilla](#)

1.4 SCHOLARSHIPS

1.4.1 Indigenous Commonwealth Equity Scholarships

ISSP grant monies fund a number of ongoing Indigenous Commonwealth Scholarships (as per Sections 19-22 of the *Indigenous Student Assistance Grants Guidelines 2017* [herein 'the Guidelines']) including: scholarships that assist with education costs (Indigenous Commonwealth Education Costs Scholarships [ICECS]) and; scholarships that assist with relocation costs, accommodation costs or relocation and accommodation costs (Indigenous Commonwealth Accommodation Scholarships [ICAS]). For 2021, the breakdown of scholarship monies paid to Indigenous students by course category studied is shown in Table 2. At UNE, these Commonwealth scholarships are awarded to Indigenous students on an ongoing basis for the full-time- equivalent duration of their course of study.

Table 2: ISSP supported scholarships (Breakdown of 2021 payments).

Level of Study	Education Costs		Accommodation		Reward		TOTAL	
	\$	No.	\$	No.	\$	No.	\$	No. ^a
Enabling	11,625.00	4	2,250.00	1	13,500.00	7	27,375.00	12
Undergraduate	95,125.00	33	42,750.00	7	26,000.00	27	163,875.00	67
Postgraduate	7,125.00	2	0.00	0	20,500.00	11	27,625.00	13
Other		0.0		0.0				
TOTAL	113,875.00	40	45,000.00	8	60,000.00	28	218,875.00	82

a. = Student Head Count since one student may receive more than one type of scholarship. Source: Manager Business Accounting, UNE Finance Strategy & Business Intelligence.

1.4.2 Targeted ISSP-funded undergraduate scholarship support

In 2021 27 students (each with a minimum of 72 credit points completed in an undergraduate course at UNE) received the Oorala Merit Prize⁶ (See Reward Column in Table 2), and a further **two** students were awarded the Oorala Wellbeing Scholarship.⁷ In addition, in an effort to support and reward student progression, **seven** students enrolled in the TRACKS tertiary Preparation Course were awarded the inaugural 2021 TRACKS Progression Prize (see Reward Column in Table 2).

1.4.3 Non-ISSP funded undergraduate scholarship support

The Oorala Aboriginal Centre and the broader UNE community further supports Indigenous undergraduate students to participate and progress in their studies by (a) providing a range of additional non-ISSP funded scholarships; (b) providing a number of discipline specific awards and prizes that support and recognize academic achievement and progression; (c) actively facilitating the application of eligible students for external scholarship opportunities; (d) providing a detailed webpage that identifies the many internal and external funding opportunities available to students; and (e) providing regular email, social media and online learning system hub updates about forthcoming scholarship opportunities. Outlined below are details of a variety of non-ISSP funded financial and associated supports that UNE provided to Indigenous undergraduate students studying throughout 2021:

Donor Scholarships: **Ten** Indigenous applicants met the eligibility requirements of at least one of eight Indigenous specific donor scholarships available at UNE in 2021 (Table 3). A further **eight** students received continuing funding into 2021 because of their prior receipt of an externally funded multi-year scholarship (Table 4). These 18 undergraduate students received a total of \$127,000 in Donor Scholarships during 2021 (i.e. Totals Table 3 + Table 4).

Table 3: Donor Scholarships awarded to UNE Indigenous undergraduate students in 2021

Scholarship Title	Number available	Number awarded	Total Value of Scholarships in 2021
Max Schroder UNE Scholarship	3	3	\$18,000
Max Schroder Indigenous Mentoring Scholarships	2	2	\$16,000
Ella Schroder Indigenous Residential Scholarship	1	1	\$10,000
The Mildred and Betty Scholarship	2	2	\$12,000
Northern Inland Academy of Sport/UNE Sporting Scholarship	2	1	\$1,500
David Lea Indigenous Scholarship	1	1	\$2,500
TOTALS			\$60,000

Source: UNE Scholarships Office, 18/03/2022

⁶ Details of this Prize have been previously provided to the NIAA (see: [UNE 2020 ISSP Performance Report](#), p.11).

⁷ Details of this Scholarship also previously provided to the NIAA (see: [UNE 2020 ISSP Performance Report](#), p.11).

Table 4: Repeat Donor Scholarship funding provided to Indigenous undergraduates at UNE in 2021

Scholarship Title	Number available	Number awarded	Total Value of Scholarships in 2021
Previous award of Essential Energy Aboriginal and Torres Strait Islander Scholarship		1	\$10,000
Previous award of Aberbaldie Foundation Indigenous Housing Scholarship		1	\$11,000
Previous award of Grosvenor Engineering Indigenous Scholarship		1	\$8,000
Previous award of Ella Schroder Indigenous Residential Scholarship		2	\$20,000
Previous Award of Max Schroder UNE Scholarship		3	\$18,000
TOTALS			\$67,000

Source: UNE Scholarships Office, 18/01/2022

Indigenous Undergraduate Medicine Scholarship⁸: Two Indigenous students were awarded this Scholarship in 2021, and the 2019 inaugural recipient of this scholarship continued in receipt of her annual funding. A total of \$12,000 dollars was paid to recipients of this Scholarship in 2021.

Indigenous Master of Psychology (Clinical) Scholarship⁹: Worth \$15,000 per annum this Scholarship was established in 2021 to encourage, retain and support Indigenous students on their pathway to becoming Clinical Psychologists. The Scholarship is yet to be awarded with applications for the inaugural Scholarship only closing in late February 2022.

Discipline Specific Awards: In 2021, the School of Psychology awarded **one** Indigenous student the \$1500 Muriel May Snow Indigenous Honours Prize for fourth year students commencing postgraduate studies with a research component. In addition, there were several other discipline specific awards provided exclusively to Indigenous students at UNE in 2021 including annual undergraduate student nursing achievement awards (Table 5).

Table 5: Additional awards/prizes for Indigenous undergraduate students in the UNE School of Nursing.

Prize / Award Title ¹⁰	Number	Total \$ Value of Award/Prize
Hunter New England Population Health Prize for 1st Year Nursing	1	\$500.00
Hunter New England Population Health Prize for 2nd Year Nursing	1	\$500.00
Hunter New England Population Health Prize for 3rd Year Nursing	1	\$500.00

Source: UNE Schools of Health and Rural Medicine.

Where applicable, students are also provided with discipline specific advice on other externally funded scholarships for which they may be eligible. For example, in the School of Health Aboriginal and Torres Strait Islander students who are continuing Bachelor degree studies at UNE are alerted to their eligibility for the following scholarships:

- Australian College of Nursing – The Puggy Hunter Memorial Scholarship Scheme (F/T) (\$15,000);
- Australian College of Nursing – the Puggy Hunter Memorial Scholarship Scheme (P/T) (\$7,500);
- Australian Rotary Health Indigenous Health Scholarship (\$5,000); and the
- NSW Health Aboriginal Postgraduate Scholarship (\$15,000)

Similarly, in the School of Psychology Indigenous students are encouraged to apply for the following Indigenous awards:

- ATSIPP Indigenous Student Conference Attendance Awards offered by the Australian Psychological Society (APS) to attend the annual APS conference. The award provides up to \$1200 to attend the Annual APS Conference;
- Australian Psychological Society Bendi Lango Bursary for Indigenous postgraduate students; and

Oorala Scholarship Webpage: The Oorala Aboriginal Centre website includes an Oorala Study Support Scholarships portal that links to information about all the scholarship opportunities available to Indigenous students studying at UNE. The website is available at <https://www.une.edu.au/info-for/Indigenous-matters/oorala/scholarships>. Further, students receive electronic notification of forthcoming scholarship opportunities via: email through the Student Management System, via curated posts to the Oorala Facebook page, and through notices posted to 'the Hub', the designated Indigenous student forum curated by Oorala on "Moodle," the UNE Learning Management System (LMS).

1.5 SUPPORT FOR INDIGENOUS POSTGRADUATE SCHOLARSHIP AT UNE

Embedded within the new [UNE Strategic Plan 2021-2030](#) is the "Creating Knowledge" Strategic Initiative for Research and Scholarship. Research Training is one of four focus areas of this new strategic Initiative which commits the university to:

⁸ Details of this Scholarship also previously provided to the NIAA (see: [UNE 2020 ISSP Performance Report](#), p.12).

⁹ Further details of this scholarship can be found at: <https://www.une.edu.au/scholarships/2022/indigenous-master-of-psychology-clinical-scholarship>

¹⁰ Each Prize awarded annually to the Indigenous student with the highest aggregate in all Nursing units in the Degree Year of study described.

"Developing and growing a distinctive UNE HDR Program that provides deep research skills, relevant enterprise opportunities, knowledge linked to industry, and building stronger support for Indigenous and other disadvantaged groups"¹¹

For the 2021 Academic Year **16** Indigenous Higher Degree Research (HDR) Scholars each received an annual stipend of \$37,500 as part of their Indigenous Higher Education Research (IHDR) Scholarship. This included **12** PhD candidates and **4** Masters students pursuing varied research projects from within Schools across every Faculty of the University. Notably, half of all HDR students at UNE in 2021 were pursuing research projects aligned to disciplines within the School of Humanities, Arts and Social Sciences (HASS).

In addition, six IHDR students also received a further \$7000 each since they accessed the Cultural Mentor Payment made available to them by UNE as part of the IHDR Scholarship initiative first developed at UNE in 2019.

Table 6: Stipends and cultural payments awarded to Indigenous Higher Degree Research Students at UNE in 2021.

Scholarship/Stipend Title	Total \$ Value of Scholarship/Stipend
Indigenous Higher Degree Research (IHDR) scholarships	\$600,000.00
Cultural Mentor Payments	\$42,000.00

The research training, scholarship opportunities, and mentoring afforded Indigenous students undertaking postgraduate scholarship at UNE enabled the following noteworthy outcomes for individual students in 2021:

- Ms. Caitlyn Davey, a proud Birpai woman and PhD candidate in the School of Humanities, Arts and Social Sciences at UNE, was a recipient of an Indigenous Scholars International Study Tour scholarship from the Aurora Foundation in 2021. Caitlin will travel to Oxford and Cambridge in the coming months to further her research in the field of Criminology.¹²
- Ms. Vanessa Sewell, an Indigenous PhD candidate in the Faculty of Environmental and Rural Science at UNE is researching the technology needed to create sustainable and affordable vaccinations against drug resistant parasites in livestock. In June 2021 Vanessa was supported to apply to the Australian Academy of Science for the National Aboriginal and Torres Strait Islander Award to support her research. In February 2022, Ms. Sewell was announced as one of five winners of this prestigious National award.¹³
- Indigenous Early Career Fellowship Recipient Brooke Kennedy completed her PhD on "Owned free-roaming dogs and cats in remote Aboriginal communities in Northern Australia" in 2021. Dr Kennedy is expected to formally celebrate her achievement during Autumn 2022 by attending one of the first On-Campus graduations to be held at UNE in more than two years.

1.6 COMMUNITY ENGAGEMENT AND OUTREACH ACTIVITIES

As a member of the *Regional Universities Network (RUN)*, UNE identifies itself as an institution with a vital role to play in securing the future prosperity and sustainability of regional Australia, as well as being an institution with an unspoken moral contract to enhance the social fabric and cultural capital of the regional communities within which it is situated. Further, with an historical geography aligned to the New England-North West Region of New South Wales the institution lies in close proximity to four of the State Electoral Divisions (SEDs) with the greatest number and highest proportion of Indigenous people within New South Wales.¹⁴ Hence, the strength of UNE's commitment to improving the lives and educational opportunities of local and regional Indigenous communities derives from it being an inherent part of its regional character and Institutional identity.

UNE's Indigenous community engagement activities were again curtailed in 2021. The following sections report the nature and extent of the Indigenous community engagement and outreach undertaken by UNE during the year including any adaptations that were made as a result of the COVID-19 pandemic to accommodate changed circumstances. Section 1.6.1 details those UNE engagement activities that were funded in 2021 through the HEPPP to foster Indigenous participation in Higher Education. Section 1.6.2 details the initiatives undertaken in 2021 by UNE Partnerships (UNEP), the education and training company of the University of New England, to support Indigenous students and provide flexible higher education learning opportunities for ongoing career development. Table 7 then details the range of community outreach and engagement activities undertaken by the Oorala Aboriginal Centre in 2021. Note key details of the UNE COVID-19 vaccination initiative and its outreach to local and regional communities has been previously described (Section 1.2.5)

¹¹ See: <https://www.une.edu.au/strategic-plan/creating-knowledge>

¹² A Faculty of Humanities Arts, Social Sciences and Education blog post about Ms Davey's achievement can be found at: <https://blog.une.edu.au/hasse/2021/11/04/phd-student-caitlin-davey-awarded-prestigious-study-tour-scholarship/>

¹³ A UNE media article relating to Ms Sewell achievement can be found at: <https://www.une.edu.au/connect/news/2022/02/une-phd-student-wins-national-award>

¹⁴ Australian Bureau of Statistics data for the 2016 Census indicates that the regional SEDs of Barwon (12751, 18%), Dubbo (10096, 14%), Tamworth (8098, 12%) and the Northern Tablelands (7638, 11%) are those four SEDs within NSW with the greatest numbers and percentages of Aboriginal persons resident within them.

1.6.1 Higher Education Participation and Partnership Program (HEPPP)

HEPPP aims to ensure that Australians from low socio-economic (SES) backgrounds who have the ability to study at university have the opportunity to do so. The funding, provided by the Federal Government assists universities to undertake activities and implement strategies that improve access to undergraduate courses for people from low SES backgrounds, as well as improving the retention and completion rates of those students. UNE has been running HEPPP projects, to assist students from low socio-economic backgrounds achieve, for more than eight years. In addition to the HEPPP funded 'Inclusive Pedagogy for Student Wellbeing' Project described at Section 1.2.4, the following initiatives, all with a focus on enhanced opportunity and support for Indigenous students, also received HEPPP Funding in 2021:

The Oorala Youth Program: a program targeted specifically at improving the access and awareness of Indigenous high School students to higher education possibilities, has been one focus of UNE's HEPPP funded initiatives since 2016.

HEPPP Retention and Support Bursary: As a COVID-19 initiative to support students to maintain their enrolment and progression 156 Bursaries of \$1500 each were provided to Students of Low SES and/or Indigenous background. With the express purpose to assist student cases of financial hardship due to direct COVID-19 impacts 11 Indigenous students received funding under this Bursary in 2021.

Indigenous JMP Tuition: The School of Rural Medicine had a high number of Indigenous students enter Year 1 of the JMP in 2021. To provide additional support to this commencing cohort, HEPPP funding was used to employ a tutor for focused tuition.

Discover the JMP: In pre-COVID years, the School of Medicine and Health used HEPPP funding to run an on-site program, called KRUKI, to expose Aboriginal and Torres Strait Islander high school students to the experience of being a medical student at UNE. This program did not run in either 2020 or 2021. Instead, HEPPP funding was used to add some specific Indigenous content to an existing program called 'Discover the JMP at UNE' <https://discoverthejmpatune.une.edu.au/> This is an interactive online program, aimed at high school students, to help them decide if Medicine is for them.

1.6.2 UNE Partnerships

UNE Partnerships has worked with Aboriginal and Torres Strait Islander community organisations to enrol students in qualifications ranging from AQF Level 3 to AQF Level 6 throughout 2021. Four effective collaborations between UNE Partnerships and Indigenous peak bodies that are producing positive educational outcomes for Indigenous community members include:

1. The NSW Public Service Commission Graduate Program: UNE Partnerships commenced a collaborative working relationship and partnership with the NSW Public Service Commission (NSW PSC) in November 2015 for the delivery of a bespoke, highly customised and contextualised Diploma of Government. This Diploma is designed as the formal learning component of the NSW Government Graduate Program, and the entry point for graduate recruits to the public service. NSW PSC introduced an 18-month whole of government program to attract and retain talented graduates with the potential to become future leaders in the NSW public sector. Throughout the 18-month program, graduates acquire a strong set of practical, work-based skills aligned mapped to the NSW Public Sector Capability Framework and to the Diploma of Government qualification, as well as meeting all capabilities at the Clerk Grade ¾ level. During the past 6 years, a variable portion each year of the graduates have been Aboriginal, with 11 of the 150 2021 cohort identifying as Aboriginal.
2. Northern Territory Office of the Commissioner for Public Employment (OCPE): UNE Partnerships was successful in its tender to deliver the Kigaruk and Lookrukin - Aboriginal Leadership Development and Career Pathways Program, including a Diploma Leadership and Management customised to the NT Public Service Capability Leadership Framework and Middle Manager Development Framework. While customisation (Diploma Leadership and Management) of the course commenced in 2021, the course will be delivered over 18 months commencing in April 2022 with a blend of 4x 5-day workshops, webinars and online learning to 30 staff. Up to a further 30 staff will undertake the course by RPL or workplace assessment.
3. Queensland Aboriginal and Islander Health Council (QAIHC): Since 2008, UNE Partnerships has worked with the Queensland Aboriginal and Islander Health Council to assist them in their commitment to develop and support the Aboriginal Community Controlled Health Sector in Queensland. In particular, UNE Partnerships customised the Certificate III in Business Administration (Medical) to meet the needs of Aboriginal and Torres Strait Islander Community Controlled Health Services in Queensland. Now in its 15th year of delivery this customised course continues to empower Indigenous people who are entering the workforce to establish an identity in their community and a career in health. The program delivers a very high completion rate of 78%, with 75% of students who have completed the course still employed within the Queensland ATSCCHS Sector. Some 50% of graduates remaining in this sector have in fact progressed to other roles including: Chronic disease Coordinator & Team lead; Health Clinic/Practice Manager; Health

Worker (Hearing Program); Medicare clerk; Finance Administration Officer; Allied Health Services Coordinator; Child & Wellbeing Administration, Indigenous Outreach worker and Senior Medical receptionist. To further support the career progression of these individuals, UNE Partnerships and QAIHC have collaborated on a Diploma Level Course. IN 2021, UNE Partnerships enrolled 45 students from Aboriginal Health Services across Queensland.

4. Indigenous Remote Service Delivery Traineeship Program: This program, commenced in the last quarter of 2019 as a UNE Partnerships collaboration with 13 ATSICCHS organisations across the country funded under the Indigenous Remote Service Delivery Traineeship Program. In 2021, UNE Partnerships continued to deliver blended programs incorporating online study, workshops and coaching to Indigenous students from four states in the following qualifications:

- Certificate III in Business Administration (Medical);
- Certificate IV in Leadership and Management;
- Diploma of Leadership and Management; and the
- Advanced Diploma of Leadership and Management

UNE Partnerships also offers two scholarships annually through alliances with the Australian Association of Practice Management and the Facilities Management Association of Australia. Both scholarships are designated for Indigenous applicants.

Table 7: Indigenous Student Support and Community Outreach Activities provided by the UNE Oorala Aboriginal Centre in 2021

Activity	No of Students/Participants
A. Oorala Aboriginal Centre Activities fully funded by ISSP in 2020	
1. <i>Elder in Residence – 2021 Academic Year</i>	The Elder in Residence at the Oorala Aboriginal Centre provides Indigenous leadership, cultural advice and pastoral support to the entire University Community. All 1003 Indigenous students enrolled at UNE benefit from engagement of the Elder in Residence in University life and decision making.
2. <i>TI Online Orientation & On Campus Welcome Brunch – 15-19 February 2021</i> On Campus: The Oorala Aboriginal Centre hosted a BBQ brunch for all On Campus commencing and continuing students to welcome them to UNE and the Centre. Online: The Student Experience Team worked with UNE Student Experience to deliver Indigenous specific content online to via Moodle. Each presentation was live streamed and recorded as well as being posted online allowing maximum engagement with commencing students.	20 On-Campus students attended this Welcome Brunch. + 1003 Indigenous students were provided with the opportunity to engage in the Welcome activities Online. The Welcome was available online for all Indigenous students at UNE. Both online and on-campus commencing students received an Oorala Welcome Pack.
3. <i>TRACKS at TAREE Open Day – 25 February 2021</i>	Academic and Student Support staff from Oorala facilitated an Introduction to the TRACKS Program open Day at the UNE Taree Campus, 15 students attended.
4. <i>Welcome BBQs– February 25 and March 12 2021</i>	Commencing and Continuing students along with Oorala staff enjoyed a networking lunch where students could meet other students, get to know the facilities and staff and ask for advice and information from staff. The 22 February BBQ was exclusive to JMP students and was attended by Staff from the School of Rural Medicine. Approximately 50 people attended across the two events
5. <i>Cultural Excursion for JMP students – 14 March 2021</i>	A cultural excursion to local Anaiwan archaeological heritage sites including rock art and grinding grooves was hosted by the Oorala Aboriginal Centre 10 JMP students attended.
6. <i>Oorala Research Seminar Series – 18 March 2021</i> <i>HDR Student Caitlin Davey – Why the Difference – a presentation on her PhD Research in Criminology</i>	20 people attended this seminar in the Oorala lecture Theatre, and an additional 70 joined online. The Seminar was recorded and placed on the UNE Oorala website and made available for teaching and mentoring purposes.
7. <i>Oorala Youth Program , UNE Experience Days – April 29- June 7 2021</i>	The Oorala Youth Program hosted 6 UNE Experience Days for High School students. The days arranged across UNE disciplines including Pharmacy, Nursing, Meat Science, Archaeology, Animal Science, Poultry Hub and Biomedical Science, and Theatre Studies. In total about 120 students attended these days from Schools across the region.
8. <i>Oorala Research Seminar Series – 31 May 2021</i> Associate Professor Nikki Moodie – What Reconciliation means to us	Gamilaray Academic and Director of the Atlantic fellows for Social Equity at University of Melbourne, associate Professor Nikkie Moodie presented a Zoom seminar (due to Covid Restrictions) 20 people attended this seminar in the Oorala lecture Theatre, and an additional 60 people joined online. The Seminar was recorded and placed on the UNE Oorala website and made available for teaching and mentoring purposes.
9. <i>Indigenous Graduate Recognition and Acknowledgement – May, August & December 2021.</i>	In 2021, due to COVID-19 restrictions UNE held no On-Campus graduation ceremonies, and correspondingly no Indigenous student sashing ceremonies were held at Oorala. The Oorala Aboriginal Centre, and the wider University, acknowledged our student success by creating videos variously featuring the acting Director of Oorala, the Elder in Residence and staff acknowledging the success of our students. Students and their awards were named and/or listed in each video and these were sent to the graduating students as well as placed on UNEs social media and video platforms. Across the three graduation periods some 75 Indigenous graduates were acknowledged and celebrated.
10. <i>NAIDOC Week "HEAL COUNTRY" Retrospective Video – July 2021</i>	Due to a COVID 19 resurgence in NSW all NAIDOC Week celebrations activities planned at UNE were CANCELLED in 2021. Instead, to mark this important week Oorala created a retrospective video celebrating the numerous flag-raising and associated gatherings of staff, students and community that have occurred at UNE during the past 20 years. This Video was uploaded to the Oorala YouTube Channel, the Oorala website, and Oorala Facebook page. In addition, Oorala sponsored prizes awarded at the NAIDOC week celebrations held at the Armidale City Public School. staff from the Oorala Student Engagement Team also participated in the local Community day held at the Minimbah Aboriginal Primary School.

11. Oorala Community T-Shirt Competition – July 2 2021	2021 was the second year this competition was held. The competition targets Indigenous artists with a connection to the University or Oorala to submit their designs for an Oorala T-Shirt. 8 design submissions were received in 2021 Once produced the T-Shirts will be available for sale to students, staff and community at cost price. Numerous students, staff and local Aboriginal community members participated in the selection of the winning design component of the activity.
12. Digital and Social Media Platforms – Throughout 2021	<p>In 2021, Oorala continued to enhance its online and digital presence in order to aid outreach. A key strategy was to focus on using these media to tell stories (especially student stories) rather than provide information and advice to students alone. In implementing this strategy we did the following:</p> <ul style="list-style-type: none"> • Placed more stories on both the Oorala and UNE Facebook sites and created more Facebook events to enhance our reach to the wider community. • Employed an Indigenous third year media and communications student on a casual basis to photograph, interview and write many of the stories. • Further improved our relationship with UNE Media and provided them strong student-centred storylines that were taken up and reported in the general UNE media, and prepared for release across the wider region. <p>This was a successful strategy as our student centred stories consistently attracted a reach of more than 1K and (with some individual stories having a reach in excess of 4.5K) and larger overall engagement than we had previously achieved. Oorala also partnered with UNE Marketing and Public Affairs to link to the full UNE Facebook for major corporate events. This increased our overall reach to some 34,000 followers.</p>
13. Local Indigenous Community Sponsorship and Awards – Throughout 2021	<p>Oorala provided Sponsorship to/for:</p> <ul style="list-style-type: none"> • Eight students to attend the Indigenous National University Games at University of Newcastle 20-24 June • The local NARWAN EELS Rugby League Club. • A number of end-of-year academic encouragement and achievement awards for Indigenous students attending local Primary and Secondary Schools throughout Armidale. In 2021 17 Schools participated with Oorala sponsoring some 66 prizes in total.
B. Oorala Aboriginal Centre Activities Part Funded by ISSP in 2021	
14. Zoom Webinar with Professor Henry Reynolds – 11 June 2021	<p>Yarning on truth-telling and reconciliation – The event was a partnership between UNE Law School, Oorala Aboriginal Centre, VC's office, First Peoples Rights and Law Centre, and Friends of the Myall Creek Memorial. Marcelle Burns from School of Law took the lead role in organising this event, and facilitated discussion with Professor Reynolds. See https://www.une.edu.au/about-une/faculty-of-science-agriculture-business-and-law/school-of-law/public-events-and-seminars/yarning-about-truth-telling-and-reconciliation</p> <p>28 people attended on Campus and a further 100 joined online. The seminar was recorded and sent out to participants and placed on the UNE Law website to be used for teaching purposes</p>
15. Visit to UNE by the Australian Governor General – March 15 2021	Oorala staff and students spent an informal morning tea with the Governor General Mr Hurley and his wife hosted at the Oorala Centre as part of his visit to Armidale and UNE.
16. Aboriginal Kids in Ag – April & May 2021	Hosted by the Local Land Services the Aboriginal Kids in Agriculture Program was designed to increase the capacity of young Aboriginal people to understand the variety of careers that can be found in agricultural related industries. Through the use of Aboriginal role models and mentors Aboriginal youth were invited to Workshops at Inverell, Glenn Innes and Walcha to explore the variety of careers in sustainable agriculture that are open to them. Members of the Oorala Youth Program attended and provided all attendees with information about the courses in Agriculture available to them at UNE.
17. Sorry Day Tree Installation – May 26 2021	In Collaboration with UNELife, the Oorala Aboriginal Centre erected a Sorry Tree in the central UNELife Café on the Armidale Campus. Officially launched by the VC Brigid Heywood the tree remained in place for a week with staff and students placing name tags and/or messages of sorrow on the tree throughout the week. The ceremony was attended by staff, students and community including children from the Yarm Gwanga Childcare Centre.
18 The Frank Archibald Memorial Lecture – October 2021 Postponed indefinitely due to a resurgence of COVID 19, concomitant restrictions,	UNE and the Oorala Aboriginal Centre has hosted the annual lecture - named in honour of Mr. Frank Archibald a revered local Aboriginal community member - since 1986. Mr. Archibald was

and the mini-tornado that caused major infrastructure damage to the Armidale Campus in Mid-October.	renowned for his knowledge and interest in all issues affecting Aboriginal and Torres Strait Islander people, particularly education and the annual lecture is dedicated to him, his family and Aboriginal people of the New England region. Each year the Lecture is delivered by an invited Aboriginal and Torres Strait Islander speaker who is a leading professional in fields such as education, law, social justice, government and the arts.
C. Oorala Aboriginal Centre Activities NOT FUNDED BY ISSP in 2020	
19. Oorala Youth Program —throughout 2021	The OYP continued its HEPPP funded School outreach and development of online activities for School.
20. Indigenous Scholar/TRACKS Peer Support Program —throughout 2021 Initially a HEPPP funded project this Peer Support Program is now part of the 'business as usual' activities of the Academic Programs Team at Oorala. The Program identifies and recognises UNE's high achieving Aboriginal and Torres Strait Islander students and links them with students in the TRACKS Tertiary Preparation Program. Student mentors share their valuable knowledge and experiences of successful study, and provide relatable points of reference/inspiration to beginning students.	4 On-Campus students participated in this initiative as Scholars in 2021. Through face-to-face and online modalities these Scholars interacted with all students enrolled in the Tracks Program during 2021.
21 Aboriginal Land and Sea Symposium —21 June 2021	The Oorala Aboriginal Centre was the host site for the initial Workshop for a Faculty of SABL lead initiative to develop a Land and Sea Hub focused on Aboriginal and Torres Strait Islander Land and Sea natural resource management. Led by Indigenous HDR student Shawn Hooper and facilitated by Indigenous Academic Brooke Kennedy the symposium attracted students from groups across New South Wales. The intention is to link this Hub to funding opportunities such as the regional research collaboration fund and to integrate with STEMQ and the Indigenous knowledges field.
22. Miroma Bunbilla Program —6-10 December 2021 This is a week-long pre-entry orientation and assessment program hosted by UoN in collaboration with UNE as an alternate Indigenous pathway into the Joint Medical Program.	In 2021 <i>Miroma Bunbilla</i> was conducted totally online. Staff from the UNE JMP Program participated as did both the Director and the Manager of the Student Engagement Team at Oorala. UNE representatives from Scholarships and Residential Services. Also attended for the first time. Approximately 30 Indigenous students participated in the Program with 5 attendees with express interest in the JMP Program at UNE.
D. TOTAL ISSP Expenditure = Costs (A +B) only	
= A (\$ Full Cost Activities 1-13 above) + B (\$ Part Cost Activities 14-18 above) only	\$203,212.00

1.7 INDIGENOUS STUDENT ENROLMENT NUMBERS AND EQUIVALENT FULL TIME STUDENT LOADS (EFTSL).

1.7.1 Aboriginal and Torres Strait Islander Student Numbers and Enrolments at UNE 2021

Student numbers

In 2021 there were a record 1003 Indigenous students attending UNE, a modest 3 percent rise on 2020, continuous with the sustained upward trend in Indigenous student enrolments experienced at UNE for much of the last decade (Table 8 and UNE2020). Likewise, Indigenous students accounted for 4 percent of all domestic student enrolments at UNE in 2021 (Table 8 and Figure 1). This represents a total Indigenous student population at UNE above parity with respect to the proportion of Indigenous people (2.9%)¹⁵ in the wider Australian population. This positive enrolment outcome is, again, testament to the persistence and resilience of our Indigenous student body; especially as 2021 was the period where COVID-19 transmission began to directly impact our local and regional Indigenous communities. Moreover, it arises out of the sustained commitment of the Oorala Aboriginal Centre to provide academic and pastoral support to our students during the ongoing period of national uncertainty and local devastation.

Table 8: Indigenous Student Numbers 2019-2021

Student Numbers	UNE ACADEMIC YEAR		
	2019	2020	2021
# Indigenous Students	970	973	1003
# Domestic Students*	24,357	25,302	24,932
# Indigenous students as % Domestic Students	3.98	3.85	4.02

* Includes: Fee Categories: Bespoke, CSP, Domestic Fee, Exchange, OUA and RTP but not International or Offshore. Source: UNE Power BI Course Monitoring App, Updated 29/03/2022.

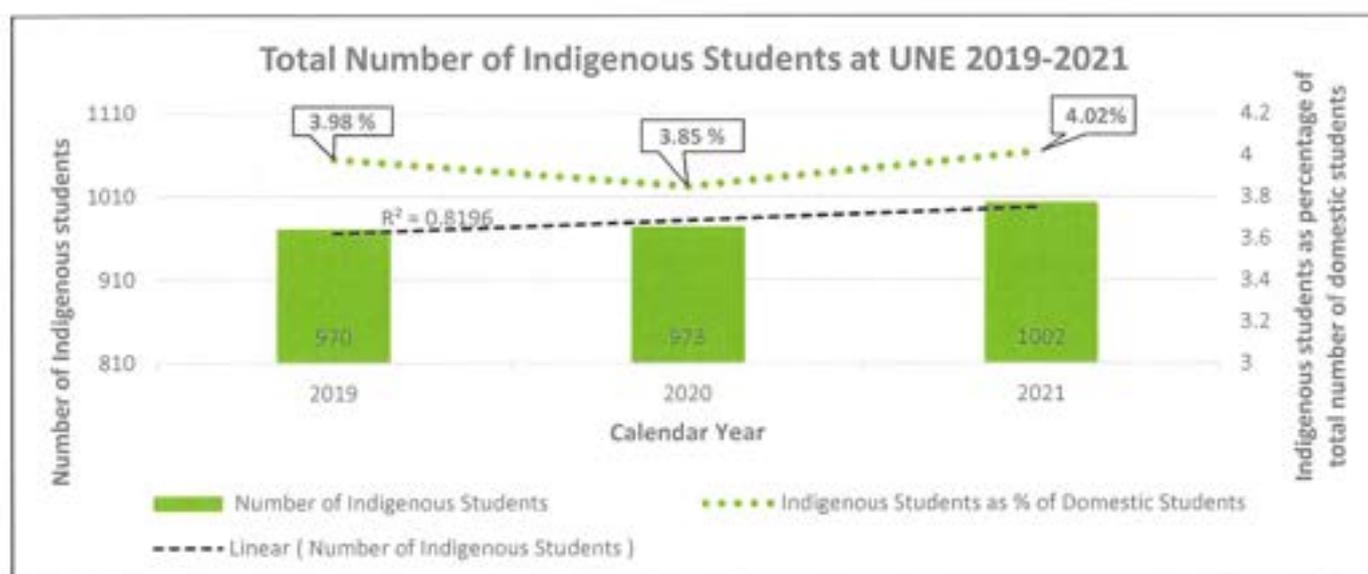


Figure 1: Total number of Indigenous students studying at UNE 2019-2021. Source: UNE Power BI Course Monitoring App updated 29/03/2022

Student enrolments and total EFTSL

Indigenous students have made 1000 or more separate course enrolments at UNE in each of the past three years with the peak enrolment of 1033 being reported in 2021 (Table 9). Likewise, the total EFTSL attributable to Indigenous students, has held at more than 505 EFTSL throughout the last three years. The ratio of EFTSL to enrolment for Indigenous students at UNE 2019-2021 has averaged 51.6 percent across the three years indicating that as a cohort, Indigenous students have maintained a half-time rather than full study load in this period (TABLE 9). This achievement of an Indigenous student EFTSL load of over 500 EFTSL in three consecutive reporting years, speaks to a growing steadfastness in Indigenous student interest and commitment to courses provided by UNE.

Table 9: Indigenous student Course Enrolments 2019-2021

Enrolment	UNE ACADEMIC YEAR			3 year MEAN
	2019	2020	2021	
# Indigenous Student Course Enrolments	1008	1007	1033	1016
Total EFTSL	506.5	509.2	505.1	506.93
EFTSL/ENROLMENT as %	52.21	52.33	50.46	51.66
AVERAGE GPA	3.46	3.79	3.73	3.66

Source: UNE Power BI Course Monitoring App, Updated 08/4/2022.

¹⁵ ABS statistics, 2016.

1.7.2 Indigenous student Commencement Status at UNE 2019-2021

In 2021, 441 Indigenous students commenced study at UNE compared to 504 in 2019. This represents a 14 percent decline in commencing student enrolments over the three-year period to 2021 (Figure 2). At the same time, 580 students chose to continue their studies at UNE in 2021, almost 20 percent more students than did so in 2019 (Figure 2). In essence, the increase in continuing Indigenous students in 2021 cancelled out the effect of the decline in commencing students to ensure that 2021 recorded the highest number of Indigenous enrolments in any academic year at UNE. If the three-year decline in commencing student enrolment is attributable in any way to the negative impacts of COVID 19, then the remarkable increase in the retention of students that has occurred at the same time must equally be attributable to the concerted efforts made by the university to assist and retain its students in this same period.

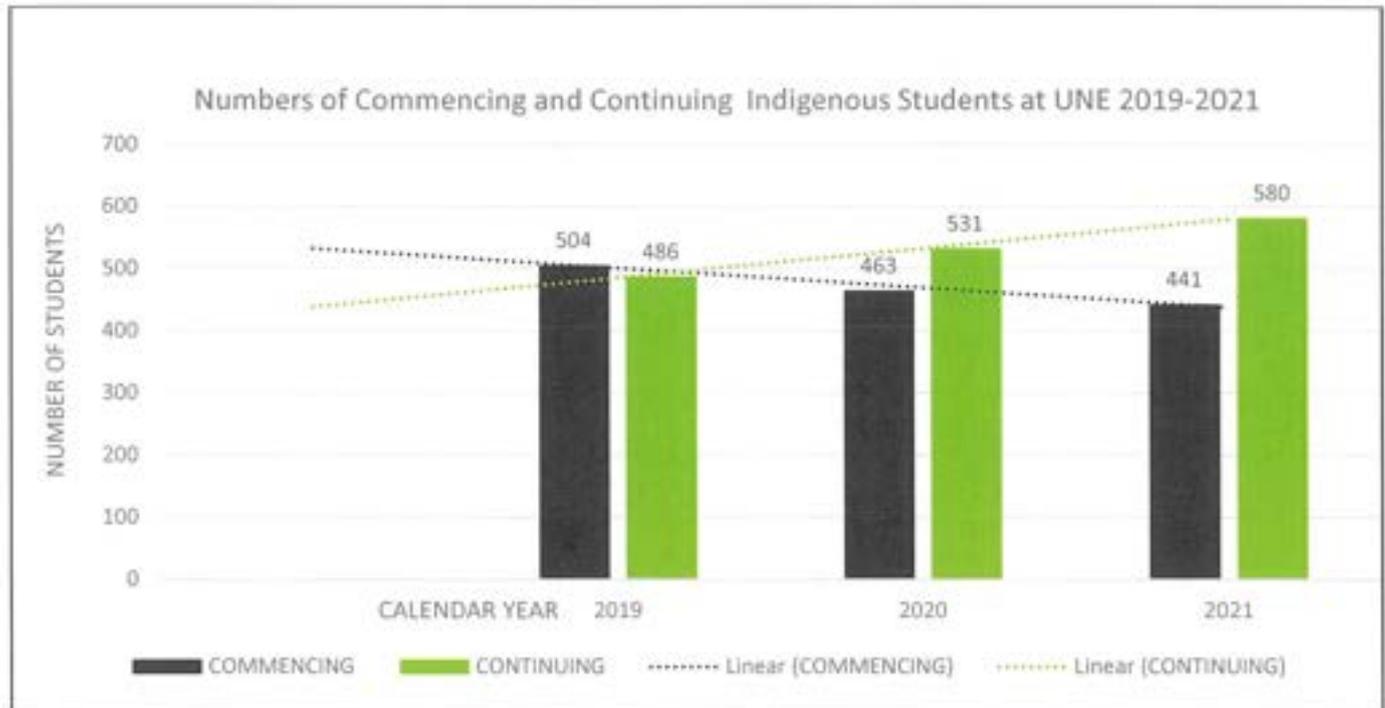


Figure 2: Number of commencing student and continuing Indigenous students at UNE 2019-2021.-Source: UNE Power BI Course Monitoring App, Updated 08/4/2022.

1.7.3 Commencing and Continuing Indigenous Student share of total EFTSL 2019-2021

The raw EFTSL borne by Indigenous students commencing at UNE has remained above 205 for the three-year period 2019-2021, although it has declined by a total of 39.29 EFTSL in this time (TABLE 10). At the same time Continuing student share of EFTSL has increased by some 38.45 EFTSL, from 261.86 EFTSL in 2019 to 300.31 EFTSL (TABLE 10). This trend in EFTSL parallels the trend in total student numbers for 2021 (i.e. cf. Figure 3 (next page) and Figure 2 (this page)).

Table 10: Indigenous Commencing and Continuing EFTSL 2019-2021

Share of Domestic Student Load EFTSL	UNE ACADEMIC YEAR			Mean EFTSL	EFTSL TREND 2019-2021
	2019	2020	2021		
Commencing Students	244.61	219.16	205.32	223.03	- 39.29
Continuing Students	261.86	290.01	300.31	284.06	+38.45
Difference (B-A)	17.25	70.85	94.99		

Source: UNE Power BI Course Monitoring App, Updated 08/4/2022.

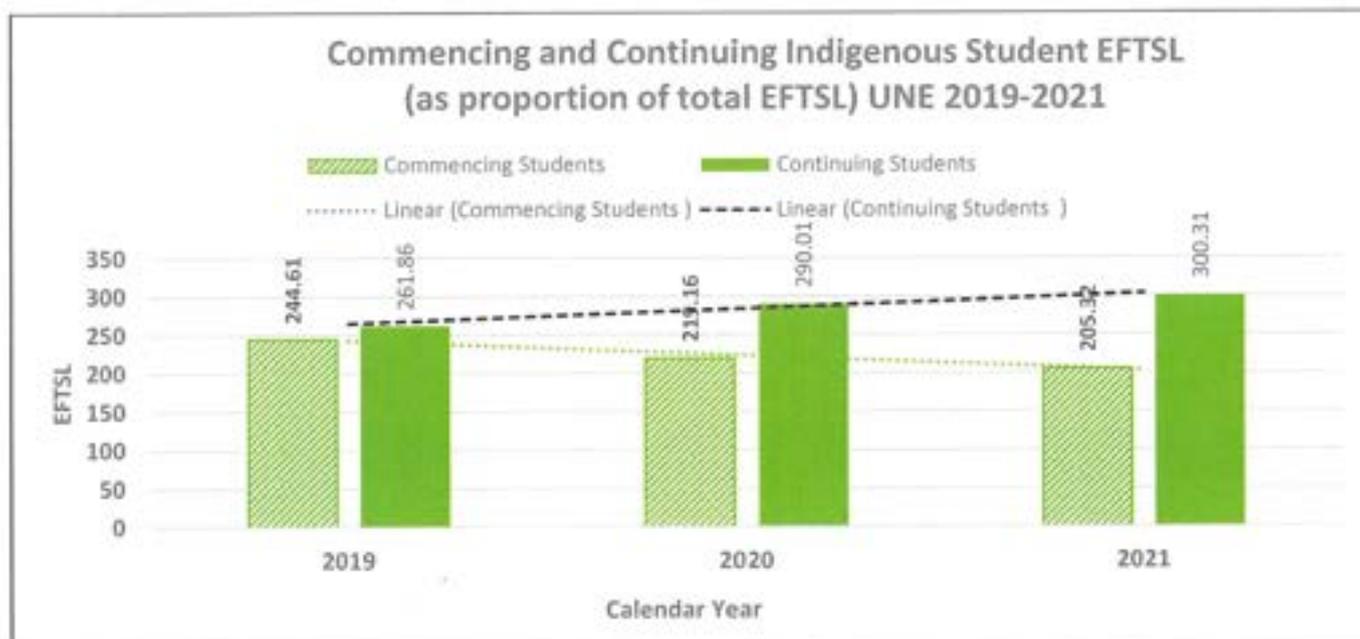


Figure 3: Commencing and Continuing Indigenous Student EFTSL 2019-2021.

Source: Power BI Application - Course and Load Dashboard - prepared by UNE Business Intelligence Unit, accessed 8/04/2021.

1.7.4 On-Campus versus Off-Campus/Online Modes of Attendance at UNE 2019-2021.

For the entire three-year period 2019-2021 more than eighty-five percent of Indigenous student enrolments at UNE were for online study (Figure 4). There was a slight increase in online enrolments from 86 percent in 2019 to 87 percent in 2020, and this single percentage point increase was maintained into 2021. The Mean GPA of Online students across the three-year period was slightly above the Mean GPA of students studying On-Campus (cf. 3.66 to 3.56). Moreover, the highest mean GP across the three-year period (i.e. 3.83) was reported for students studying online in 2020 when the first major COVID-19 lockdown in NSW impacted UNE Campus.

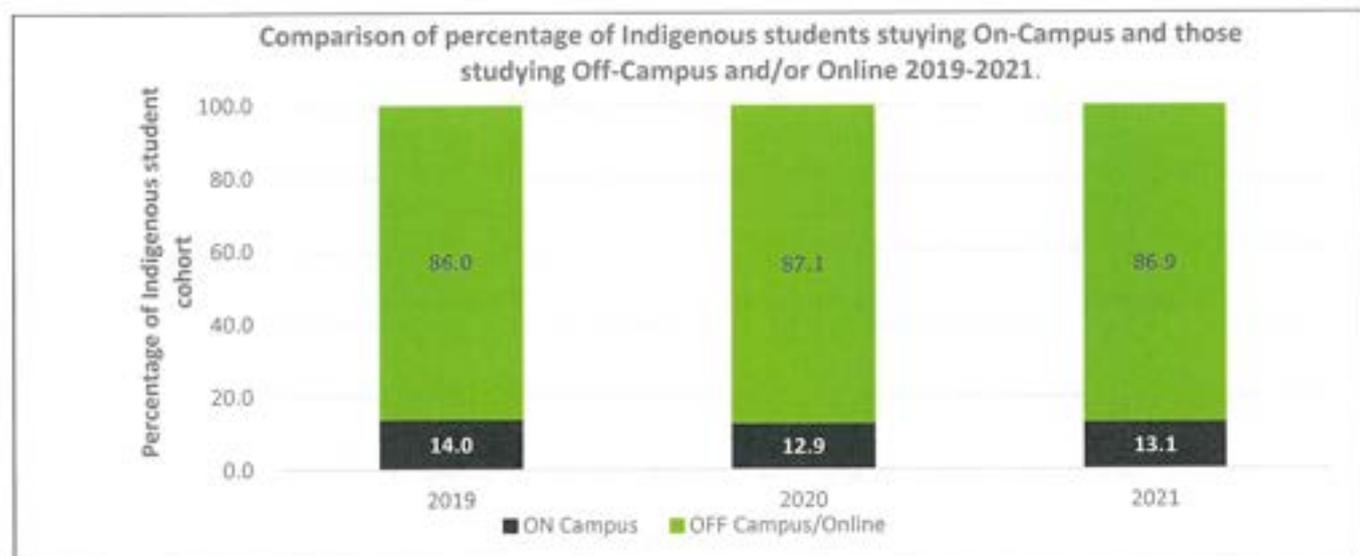


Figure 4: percentage of ON Campus and Off Campus/Online study by Indigenous students at UNE 2019-2021 (Source: Power BI Course Monitoring App, 8/2/2022).

This stabilized uptake of online modes of study, although further necessitated by COVID-19, has reflected a positive increase in online modes of study for our Indigenous cohort for much of the past decade. This continues to demonstrate that the Indigenous student cohort at UNE is responsive to:

- a. the accessibility of UNE's courses and their modes of delivery, [which is itself built on UNE's long standing commitment to Distance Education]; and
- b. UNE's continuing innovation(s) in online learning and teaching; as well as to UNE's commitment to enhanced flexibility in course delivery and design.

It further suggests that the increased communication and pastoral support measures developed as part of Oorala's Integrated Student Engagement Plan, and the additional adjustments made in light of COVID-19 disruptions, were well placed to support the needs of current students during this crisis period.

2. PROGRESSION (ACCESS AND OUTCOMES)

2.1 STRATEGIES FOR IMPROVED STUDENT SUCCESS RATES AND RETENTION

2.1.1 Integrated Student Engagement and COVID-19 Adaptation

The Oorala Aboriginal Centre operates a pro-active model of student engagement that is focused on continuous improvement in communications and support for our Indigenous students. Our Centre staff seek to ensure the effective delivery of timely, culturally appropriate, and sustained academic and pastoral support to the entire Indigenous cohort at UNE.

The flexible and agile approach taken by management and staff within Oorala to support our Indigenous students during the initial disruption of the COVID-19 Pandemic in 2020 meant, that as the Pandemic continued into 2021, our Team remained ready and able to support our students. In 2021 actions taken by Oorala to continue to assist students affected by the COVID 19 pandemic included:

- Assisting students to withdraw from studies in light of their changed circumstance, including alerting them to any new UNE policy relating to the conversion of grades where applicable (see Section 1.2.2); and providing advice around remission of fees. This advice was required by a considerable number of our students as either the requirements for homeschooling and/or the loss of a job due to COVID-19 meant that their study was unsustainable.
- Working collaboratively with the Student Success Team to adjust the Oorala orientation program such that it was delivered completely online via the UNE 101 Moodle site but with Oorala hosting our own presentation and providing other live and recorded materials.
- Working to celebrate the success of our Indigenous graduates at a time when there was no possibility for graduation ceremonies to occur. Oorala maintained our provision of congratulatory packs comprised of a gift from Oorala, a card as well as an embroidered graduation sash. These packs were posted to all eligible graduands during each scheduled graduation period.
- Assisting those students without access to IT either on campus or at local facilities due to COVID 19 lockdowns, by arranging access to equipment through loans and or grants for items such as laptops, headphones, webcams and internet dongles.

In addition to these COVID-19 adaptations to our usual support for Indigenous students, the Oorala Aboriginal Centre also maintained standard business practices and focused where possible on projects designed to improve the retention of our student cohort. Summary outlines of key business practices and/or projects that were either operational or expected in 2021 are provided in the following sections

2.1.1a UNE's Student Relationship Management System (SRM)

In 2021, the Oorala Student Engagement Team logged 3339 incidents of student-staff interaction via SRM for the calendar year, a nine percent increase from 2020. A key effect of the sustained daily use of SRM by Oorala is that there is increased continuity and accountability in our engagement with students meaning we are able to respond to, and address, student issues more efficiently. This increased efficiency has been especially important in our efforts to mitigate the impact of COVID-19 on our regional and remote students studying online.

2.1.1b Oorala Student Check-in

Student Engagement Officers at Oorala contact all students twice each Trimester/Semester to provide information to students as may be needed at that stage of the teaching period; and/or to discuss the individual support needs of each student. These individual student Check-ins are usually made in the week before Census Day and the week before the last day to withdraw from units of study without Academic penalty. In the 2021 Academic Year Oorala staff initiated 814 separate check-ins during Trimester 1, 681 separate check-ins during Trimester 2, and an additional 560 check-ins during Trimester 3. Throughout the pandemic these Check-ins have enabled Oorala staff to identify and assist students struggling with COVID-19 related impacts on their studies. For example, many students reported struggling to focus on studies whilst juggling unemployment and/ or homeschooling their children during the pandemic.

2.1.1c The Oorala Personal Retention and Engagement Program (PREP)

Developed by the UNE Student Success Team, PREP is an on-boarding activity aimed to support students from the time they are made an offer to study at UNE. Oorala trialed a PREP specifically designed for Indigenous students at UNE in 2020 and with receipt of positive student feedback the Program was continued in 2021. A key feature of the Oorala PREP Program is the involvement of culturally capable Indigenous Student Advisors that understand the life experiences of Indigenous students. These advisors work to link beginning students with appropriate information and/or services to foster their readiness for university study and the development of adequate social supports for their transition into the role of student. With Oorala PREP commencing at the start of each Trimester, 343 Indigenous students were onboarded and provided with 'Welcome Packs' by the Oorala Student Engagement Team in 2021. PREP has proven to be particularly valuable during periods of lockdown and other COVID-19 related impacts as it has allowed Oorala to identify support needs of our Indigenous students right at the start of their

journey at UNE.

2.1.1d. Targeted Tutorial Assistance (TTA) Program 2021

In 2021 the Oorala Student Engagement Team maintained a focus on the continued improvement of the Targeted Tutorial Program offered to our Indigenous students. This focus was set in the reality of a COVID Pandemic response that necessitated all tutoring services provided to our Indigenous students moving fully online, using ZOOM, MS Teams, phone and email where appropriate. In these circumstances, critical improvements to the TTA Program included the development and implementation of an online web form for requests for additions/variations in tuition support. The design of this now easily accessible form also allowed for the capture of data which is much more targeted, reliable and responsive to student needs as well as providing for better monitoring of student progress and/or support needs. Likewise, the Tutor Online Moodle site was given an additional update and refresh during the year. Specifically, this refresh was designed to: (a) encourage improved use of the Moodle Site as a student-tutor resource; (b) facilitate the delivery of tuition services and (c) improve the consistency of communications between Program management and tutors.

In addition, the need to increase both the accessibility of tutors and their skill base to ensure students had prompt access to informed academic support was addressed by a review of our tutor recruitment strategy. As a result of this review, in August 2021, Oorala advertised tutoring positions via LinkedIn which saw tutor registration applications increase by 184 percent. Of the 139 applications received, 15.1 percent identified as Indigenous. Of the 86 tutors engaged under the program in 2021, 18.6 percent (16) identify as Indigenous, 9 were current UNE students and 4 were former UNE students.

Other Key highlights for the TTA program in 2021 included the recruitment of a full time, Indigenous identified, TTA Program Coordinator, the initiation of routine check ins with students (up to 3 per trimester) with a particular focus on encouragement of the uptake of a tutor, and the implementation of a case management approach for our TRACKS Pathway Program.

Access to the free tutoring program has assisted in the successful outcomes of students throughout 2021 (see Section 2.3.1). Below, are three excerpts of student feedback from End of Trimester Evaluations of the TTA Program that attest to its ongoing relevance and support for Indigenous students at UNE:

1. *'Subject matter knowledge is highly important but so is tutor personality - they have to be encouraging and patient. Mine was great so it worked really well. Incredibly valuable service. Access to tutoring is fundamental to my success'*
2. *'I found the knowledge and experience of the tutor helped my understanding of grasping both the subject matter and the content matter, as well as working on the assignments and my writing of sentences and structures. It has helped improve a great deal in my writing and I appreciate this valuable tutoring with [tutor]'*
3. *'I have seen a massive improvement in my academic writing skills and in my grades this trimester. I felt supported and encouraged the entire way, and [tutor] always made me feel like [they] had the time to explain concepts. [Tutor] has taught me so many things over the last trimester which will be so beneficial for future studies. Highly recommend for other students'*

2.1.1e. Initiation of TRACKS Success Program

In 2021, in response to the pandemic and with a focus on improving Indigenous student retention, the Oorala Aboriginal Centre formalised a support program specifically for students in the TRACKS Tertiary Preparation Program. This program, led by academics within Oorala teaching core units within TRACKS who worked in collaboration with an identified student engagement staff member across the whole trimester, and the coordinator of the Targeted Tutorial Assistance Program. This dedicated staff group met weekly to case manage the needs of individual TRACKS students using such measures as:

- Evidence of engagement with the Moodle LMS sites for specific units within the Tracks course,
- Evidence of Assignment submission/non-submission by the due date
- Other information available about the student

During the lead up to specific 'clutch points' in the academic Calendar (e.g. Commencement, Census Day and Last date for Withdrawal Without Academic Penalty) program staff increase their focus to encourage individual students to make good decisions around their study load. They do this by phoning students, and sending emails that offer support specifically focused to address individual students needs and circumstances. Withdrawal from units is communicated in a positive way, with the emphasis being on making good and proactive decisions which support success, rather than lead to failure. All students are encouraged to take responsibility for their decisions and not be afraid to act. To date, over the two Trimesters in which the program has been trialled the student percent success rate in TRACKS has increased by an average of 17 percent.

2.1.1f Oorala Study Skills Videos

In continuation of the ISSP funded Online Learning Live Project, across 2021 we completed five Oorala Academic Study Skills Videos. These videos are part of a suite of nine in total – one of which was completed in 2020, and three of which will be

completed in 2022. These are distinct Academic study skills videos because they are voiced by Aboriginal people and contain images and themes of relevance and/or relatable to Aboriginal and Torres Strait Islander people. We have not found video resources elsewhere in Australia that are specifically tailored to our cohort of students, and in which the production focus has sought throughout to enable Indigenous students to see and hear themselves within the teaching material.

The Oorala Academic Study Skill Video Suite has been embedded into the TRACKS unit TRAX005 – Academic Literacy Skills and are used by the students to complete small assessment tasks such as quizzes. They also form part of the weekly work undertaken by the students as they work their way across the trimester, and are available to a broad audience via <https://www.une.edu.au/info-for/indigenous-matters/oorala> called Strengthen Your Study Skills, or directly from YouTube. The videos prepared in 2021 include:

- *How to read and take notes at university.*
https://youtu.be/LMgkZK_t9JM
- *Referencing: what is that and how do I do it?*
<https://youtu.be/QJccYbnoogA>
- *How to structure an academic paragraph.*
<https://youtu.be/jwfSQhW4ymo>
- *Constructing an argument.*
<https://youtu.be/zqg9mRVJYss>
- *In-text referencing made easy.*
<https://youtu.be/0nWUWhJB7JU>

2.1.1g The Oorala Study Ready Tool.

Developed within the Qualtrics Survey Platform with design assistance from staff within Learning and Teaching Transformation (LaTT) the Oorala Study Ready Tool was completed in 2021. Since being finalized the Tool has been incorporated as an 'assessment task' within the commencement phase of the TRACKS Program. To date, some 75 assessment tool responses have been received and these are soon to be examined using the analytics available within the Qualtrics platform. Results of these analytics will be used to provide ongoing information on student needs and perceptions at the commencement of the TRACKS Program, and will be used, where applicable, to inform the resourcing of student supports within the Oorala Aboriginal Centre.

2.1.1h Oorala Indigenous Scholar/Tracks Peer Support Program

In Trimester 1 2021 we trialled the Online Peer Assisted Learning Platform "Vygo" to see if this platform could streamline the engagement between Peers and Mentors in our Scholars/Tracks Peer Support Program. However, the trial demonstrated that the Vygo Platform was not sufficient for our Program needs. Instead we created a new Moodle site specifically to host our scholars and students. We enrolled current TRACKS students, interested previous TRACKS students and our four Oorala Scholars and kicked off the site with students uploading photographs of the country where they were studying. This activity was really enjoyed and allowed the whole group to see where other students came from and emphasised the importance of Country. We also embedded activities with the Scholars into some of our TRAX unit assessment tasks which encouraged the students to engage. Students had to contact one of the scholars and ask them about their study, access to IT, strategies, tips and tricks. In addition, we held twice trimester online Zoom social catch-ups, which students enjoyed and we found that these forums allowed students to share personal experiences in a way they did not in unit discussion forums or classes. Having a community of practice made up of students sharing similar stories was very powerful. We have future plans of extending the program beyond TRACKS to the whole UNE community of Aboriginal and Torres Strait Islander students and hosting it from the Indigenous Student Hub site – but these plans will not be activated until later in 2022.

2.1.1i Storytelling

In collaboration with UNE Media and Events, Oorala increased its media stories twofold in 2021, focusing on community stories, Indigenous alumni, and current student success stories. Twenty-five stories were released via Social Media channels. This initiative allowed a third-year Indigenous media student to find part-time employment with Oorala as a student media assistant for 6 months, assisting them in their transition from university to employment.

2.1.1j. Improving Indigenous Success at UNE.

Also referred to as the "Oorala Indigenous Student Retention Project" this Project was finalised in 2021 with the completion of a narrative report that detailed (a) the results of a quantitative analysis of Indigenous student enrolment, progression and completion data at UNE for the period 2008-2018; (b) an investigation of the geographical and demographic character of the locations of origin of Indigenous students at UNE in the same period; and (c) a student survey focused on articulating Indigenous student discontinuation. Data from this report has been used to inform discussions with the Director of Oorala and Heads of Schools and Faculty with respect to low rates of Indigenous student retention in units and Courses across the University. It has also provided baseline data to inform the incoming Pro Vice Chancellor (Indigenous Strategy).

2.1.1k Learning and Leadership for Enhanced Indigenous Student Retention at UNE: Lessons from the Bachelor of Nursing Degree Course 2008-2018.

The analysis of UNE Indigenous student enrolment and progression data for the period 2008-2018 (as conducted as part of the Oorala Indigenous Student Retention Project described in 2.1.1j above) identified that:

- 28.78% of all Indigenous student enrolments at UNE in this period had occurred into 10 Bachelor Level Courses and;
- The Bachelor of Nursing, with the second largest number of enrolments (193) and the greatest number of completions

(70) stood out as being the Course, at present, in which our Indigenous students were most likely to succeed.

Noting the relative success of the UNE Bachelor of Nursing Course in transitioning Indigenous students to successful completion of their studies, this Project aims to conduct a series of workshops to identify and articulate the key features of the teaching, learning and support environments within the Bachelor of Nursing Degree that enables Indigenous students to thrive at UNE. Both the enablers of Indigenous student success within the Bachelor of Nursing Programme, as well as areas for further improvement will be characterised via key stakeholder input. Zoom interviews with key staff in the School of Health and written reflections by some Nursing students have been completed in 2021. However ongoing COVID-19 challenges, as well as the On-Campus tornado in October meant that this Project was not finalised in 2021, and Rollover funding was sort for 2022.

2.1.1f. Oorala Outdoor Learning Precinct - Stage 1 Concept Plan.

Envisaged as an extension and revitalisation to the existing Outdoor Precinct at the Oorala Aboriginal Centre, a draft Concept Plan was completed in 2021. This Concept Plan was developed with significant stakeholder input including staff from UNE Estate and Built Environment, Indigenous students, Oorala and UNE staff and other Indigenous community members. Local Aboriginal Cultural experts and Elders have been involved throughout the conception and planning of this project. The space will better support cultural and social practices at Oorala associated with yarning and interaction with community, and increase a sense of belonging for everyone who uses the space. It is expected that this Project will move to construction phase in 2022, noting however that, due to the impacts of the tornado on UNE infrastructure there is a large number of maintenance and recovery projects occupying UNE Estate and Built Environment, and the Project will need to be scheduled within and around these other essential works.

2.2 STUDENT OUTCOMES - SUCCESS AND RETENTION

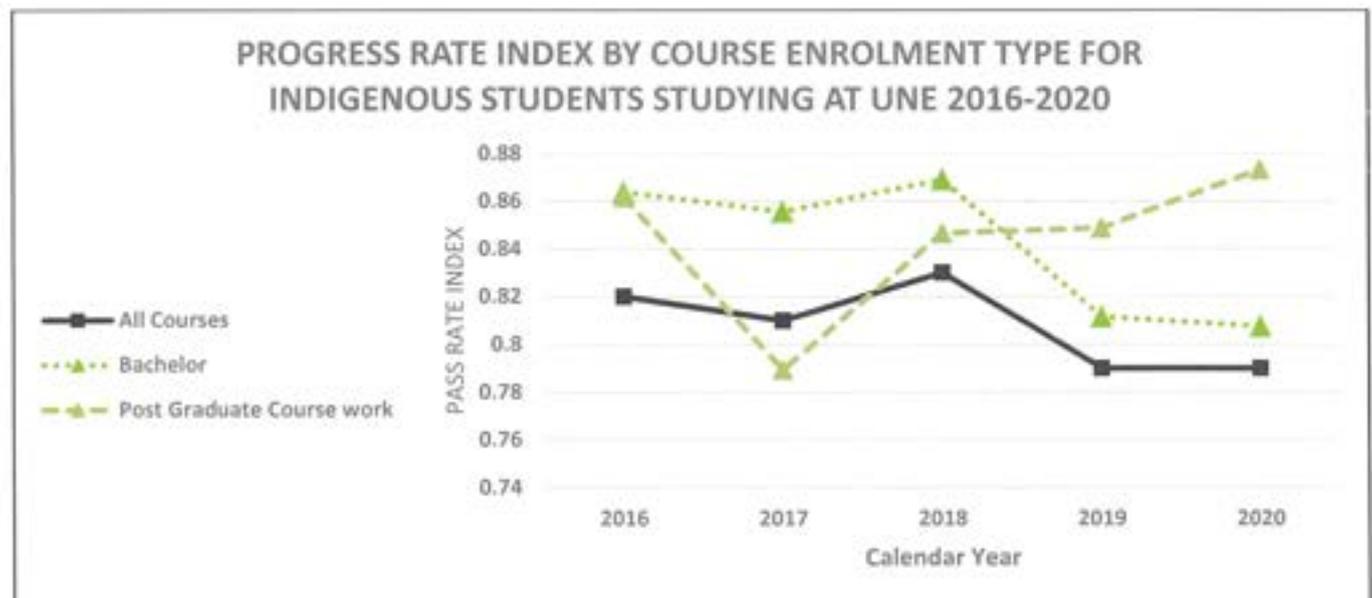
2.2.1 Student Progress Rate – Student Success

The Percent Student Success Rate (%SSR) is a percentage measure of student cohort progression determined by dividing the Total EFTSL of Units passed by the total EFTSL of Units completed (i.e. includes pass, fail and withdrawn) within the calendar year. In 2021, the %SSR for Indigenous students at UNE increased a modest 0.48 percent on the previous year to 62.30 percent (TABLE 11). In a positive trend this increase is in addition to the 1.4 percentage point increase in 2020 meaning that the Indigenous student %SSR has increased some 2.15 percent in the last two years. This increase is especially encouraging given that it has occurred during a time of unprecedented challenge for the university. Nevertheless, the mean Indigenous student %SSR for the three-year period 2019-2021 remains some 15 percent below that for Non-Indigenous students. This gap in success rate between Indigenous and Non-Indigenous students at UNE was the subject of the in-depth data analysis project (described at Section 2.1.1j) and remains the ongoing focus of the Oorala Aboriginal Centre and the University. It is noteworthy that the Student Progress Rate Index for undergraduate and post-graduate course work has trended above the mean index for much of the last five years (Figure 8). It is therefore likely that critical aspects of the gap relate to the performance and success of our students in enabling and sub-degree programs. It is therefore encouraging to see the improvement made in the success of the TRACKS Program as a result of the actions taken by Oorala in 2021 (and see Section 2.1.1e).

Table 11: Comparison of the Indigenous and Non-Indigenous Domestic Percent Student Success Rate (%SSR) at UNE, 2019-2021.

DOMESTIC STUDENTS ^a	Calendar Year			
	2019	2020	2021	Mean
Student Progress Rate%				
A. Indigenous	60.15	61.82	62.30	61.42
B. Non-Indigenous	76.57	78.30	77.52	77.46
Total	75.29	76.76	76.06	76.04
Index ^b	0.79	0.79	0.8	0.79
Difference (B-A)	15.42	16.48	15.22	15.71

^a Domestic students: includes students with the following Citizenship /Visa status: Australian Citizens, NZ Citizens, permanent Humanitarian Visa and Permanent Resident Visa. ^b The Progress Rate Index is the ratio of the progress rate % for Indigenous students divided by the progress rate % for Non-Indigenous students. Source: Power BI Course Monitoring App, Student Success Dashboard April 8 2022.



Source: UNE Business Intelligence Unit.

Figure 5: Progress Rate Index by Course Enrolment Type for Indigenous Students studying at UNE 2016-2020.

2.3 TUTORIAL AND OTHER ASSISTANCE PROVIDED

2.3.1 Targeted Tutorial Assistance Program

Table 12 provides a breakdown of the tutorial assistance provided to Indigenous students at UNE through the Oorala Targeted Tutorial Assistance (TTA) Program in 2021. Of the 1002 Indigenous students enrolled at UNE in 2021, 183 (or 18.2%) received tutorial assistance. Each student received an average of 42.9 hours of tutoring (an increase of 7.9 hours from 2020) which equates to an average of 20.3 individual tutorial sessions. The average GPA achieved by students receiving TTA support was 4.3, some 0.6 points better than the overall 3.7 GPA achieved by all Indigenous students in 2021.

Table 12: Targeted Tutorial Assistance (TTA) provided (2021 breakdown).

Level of study	Number of students assisted	Total number of tutorial sessions attended	Hours of assistance	Expenditure (\$)
Enabling	50	877	1742	
Undergraduate	129	2739	5912.15	
Postgraduate	9	95	190	
Other	0	0	0	
Total	188	3711	7844.15	\$ 464,881.67

Source: Oorala Aboriginal Centre, TTA Coordinator, 27/03/2022

2.4 SIZE OF THE OORALA ABORIGINAL CENTRE

UNE directs all ISSP grant funds it receives to the Oorala Aboriginal Centre where it is administered for the support of all Indigenous students. Likewise, HEPPP and teaching revenue continue to grow the Centre's ability to support Indigenous student success, as per our accompanying financial statement. For the 2021 calendar year, the Fulltime Equivalent staff load of Oorala was 16.2 comprised of 10.8 FTE Indigenous staff and 5.4 FTE non-Indigenous staff (See Table 13 below).

Table 13: Indigenous and Non-Indigenous staff employed in the Oorala Aboriginal Centre in 2021.

Oorala Employees	Total staff	Indigenous	Non-Indigenous
Number of Fulltime Equivalent staff	16.4	10.8	5.6
Staff Head Count (exc. Tutors)	18 (+3)	12 (+3)	6
Staff Head Count (Tutors only)	86	16	70
Total Head Count (all individuals employed in 2021)	104 (+3)	28(+3)	76

Source: Oorala Aboriginal Centre.

2.5 CULTURAL COMPETENCE – CURRICULUM

2.5.1 Oorala Aboriginal Centre

As part of a UNE wide commitment to embed Indigenous content in the curriculum, and improve the cultural competency of its graduates, the Oorala Aboriginal Centre introduced three undergraduate and one postgraduate unit to its teaching Program in 2012 (TABLE 14). These "OORA" units have been incorporated into an increasing number of Discipline studies and Courses across UNE. In particular, the School of Health has embedded 'OORA200 - Working with Aboriginal People' as a core unit of study in the Bachelor of Nursing, the Masters of Nursing Practice, and the Bachelor of Social Work. Likewise, each of the Bachelor of Arts, Bachelor of Education (K to 6) and the Bachelor of Criminology Courses at UNE had 10 or more students enrol in these Unit in 2021. Overall, 558 students enrolled in the combined OORA 200/400 Units in 2021. Likewise, a total of 61 students studied the combined OORA 100/300 units. The two staff who teach in these Indigenous Cultural Competency units both received UNE Teaching Commendations for their units. These commendations were based on the high Student Evaluations that these units received.

Table 14: The units of study offered and administered by the Oorala Aboriginal Centre in 2019-2021

Undergraduate Courses offered by Oorala Aboriginal Centre	Student Enrolment numbers/Calendar Year		
	2019	2020	2021
OORA100 Aboriginal Resilience and the Arts	51	55	38
OORA200 Working with Aboriginal People	563	561	388
OORA300 Aboriginal Resilience and the Arts	23	27	23
OORA400 Working with Aboriginal People	8	37	170

2.5.2 Faculty based measures to increase Indigenous content in the curriculum.

Faculty of Humanities, Arts, Social Sciences and Education (HASSE)

The Faculty of HASSE continued to made progress on its commitment to the 'implementation of collaborative Indigenous employment, education and research strategies' throughout 2021. Some of the School based initiatives and progression markers

in 2021 are briefly described for each School in the Faculty below:

School of Humanities, Arts and Social Sciences (HASS): In 2021 the Head of School (HoS) held meetings with Indigenous community representatives around the region. These discussions informed (a) the creation of an Undergraduate Certificate in Arts with specialisation in Aboriginal Knowledges; (b) ongoing strategic discussions around the development of an 'Indigenous Academy' embedded within HASS disciplines and (c) ongoing strategic discussions around Creative Arts offerings in HASS courses, in particular with a view to filling the obvious gaps of Visual Arts and Dance. Working in conjunction with Taragara Research, and the Higher Degree Research (HDR) Coordinator in the School of HASS, the HoS has taken actions to support 'On-Country' Confirmation of Candidature and other alternate modes of milestone recording for Aboriginal and Torres Strait Islander HDR Students. Furthermore, the HDR Coordinator HASS working closely with Indigenous HDR candidates and their supervisors to ensure best possible support and cultural safety. In 2021 the School of HASS has the highest number (i.e. 8 students) of Aboriginal HDR candidates of any School in the University (see Section 1.5). Two HDR candidates and their projects within the School of HASS are:

- Michael Brogan on the historical construction of Aboriginality in anthropology, education, and government policy and filmmaking.
- Paul Callaghan is a PhD in Creative Practice writing a novel and exegesis, 'Marruma ginyaang ngurra ngarra' (creating a better place through knowing).

Further, supported by data supplied by the Oorala Aboriginal Centre, the high rates of attrition of the Indigenous demographic within the School is a focus of discussions for the School Education Committee. Also, after lengthy debate and consultations, the old 'Indigenous Studies' majors in the BA and MA have been renamed to better reflect the content. This also creates space for the future development of Indigenous-designed units/majors of study to complement the existing offerings. To this end, the School of HASS currently has three Indigenous academic staff, with proposals put forward in 2021 for two additional new identified positions. These will support future development of curriculum and research activities.

School of Education: In the School of Education, all Course and Unit Coordinators are invited to include Aboriginal and Torres Strait Islander perspectives, readings and education implications in their courses and units. All Education courses (undergraduate and postgraduate) include Aboriginal Education units, which detail Aboriginal and Torres Strait Islander perspectives and cover the history of education, policy and government acts in Australia with implications for Aboriginal and Torres Strait Islander people. Aboriginal and Torres Strait Islander Cultures and Histories is a cross-curriculum priority area in the Australian Curriculum. Selected resources, texts for student analysis and readings incorporating Indigenous perspectives are included in unit materials and activities. An Acknowledgement of Country is included at the beginning of every formal lecture (and lecture recording). In 2021 Ms. Donna Moodie, the Aboriginal and Torres Strait Islander designated Level B Academic in the Contextual Studies team continued her course coordination of the Aboriginal Education units in the School.

As a result of Recommendations from the 2020-2021 Course Review of the Bachelor of Education (Early Childhood and Primary) and the Bachelor of Education (Early Childhood Teaching) a number of actions with regard to embedding Indigenous content in to the Curriculum have been actioned including:

- Integration of Indigenous content in all units with assistance of the Oorala Aboriginal Centre. For example, in EDEC344 & 333 – added 8 ways of knowing (Yunkunporta, date?); EDEC 321/322 – included contemporary Indigenous arts; EDEC 327/328 - incorporated Indigenous knowledge, astronomy, not only western science perspective.; EDEC 310 – acknowledgement of the country by students in tutorials and in EDEC 391/392 - Indigenous perspectives in planning and programming.
- The development of a *Welcome to Country* video (in EDEC388) by an Aboriginal Early Childhood Educator working at UNE's Yarm Gwanga Child Care Centre for uploading to Moodle. Likewise, this Aboriginal Early Childhood educator teaches Aboriginal history, culture, and languages. records lectures, and has a special Forum for the section set up for both Indigenous and non-Indigenous students.

Also, for the Graduate Certificate Digital Learning, the Unit Coordinator has included, where relevant, Indigenous approaches / perspectives to learning, learning design and emerging pedagogies into the learning materials. Examples of these are available at the hyperlinks below:

- <https://learn.stoospepp.com/designingwithtech/advancedmodelsld/#Indigenous-frameworks>
- <https://learn.stoospepp.com/introtoedtech/teachingwithtech/#principles-of-teaching-with-or-without-technology>
- <https://learn.stoospepp.com/introtoedtech/learningwithtech/#learning-theory-from-an-aboriginal-perspective>
- <https://learn.stoospepp.com/emergingpractices/pedagogy/#open-education>

Further, in terms of Indigenous / Aboriginal pedagogies, alternate means of assessment have been woven into the learning materials for the Graduate Certificate in Digital Learning, allowing students to share stories of their experiences as learners using technology, and to present evidence of their learning through alternate means, such as through a video discussion, diagrams / visualisations of processes and connection to country through place-based learning. Work on revising the unit Digital Learning-

Environments and Accessibility (EDIT513), is ongoing but will include a module on anti-racism and how technology and digital divides manifest in marginalised populations.

Faculty of Science, Agriculture Business and Law (SABL)

Improved delivery and alignment of Indigenous material in the curricula remains a focus of SABL in 2021. Some of the ongoing and or new initiatives within each School of the Faculty of SABL are described below:

School of Environmental and Rural Science (ERS): IN ERS, traditional ecological knowledge is taught in first year in ECOL100 (Ecology: Concepts and Applications) and at higher levels (e.g. EM353 Conservation Biology). Lecturers explain that Science is one of many knowledge systems, but that it is important to consider other systems for additional information that can inform holistic management of ecosystems. An important axiom of what is taught is that traditional knowledge depends on country for its context and significance, and that Aboriginal systems of knowledge are place and people specific. Indigenous perspectives are also examined in the first-year curriculum in unit RSNR110: Sustaining our Rural Environment 1 – taken by all environmental, agricultural and engineering courses in the School of ERS through field excursions, lectures and in class discussions. At the end of this unit students: understand the importance of land to cultural and spiritual identity of Aboriginal and Torres Strait Islander people; know recent changes in legal opinion and government policy in relation to native title and Aboriginal and Torres Strait Islander heritage; and appreciate the significance of changes for Aboriginal and Torres Strait Islander people. Students are examined on their cultural understanding in the final examination. Likewise, in a core unit at third year – EM312 Environmental Impact Assessment –students learn about Indigenous considerations and requirements for development. There are speakers in from Office of Environment and Heritage to explain the policy and legal safeguards for Indigenous cultural heritage. Students are examined on this material. ERS also has a number of elective units that consider natural resource management and policy in which Aboriginal and Torres Strait Islander traditional and contemporary culture values are addressed.

Further to this, based on the inaugural 2020-2021 UNE Reconciliation Action Plan, The School of ERS formed an action committee (including: Faculty Dean, Head of School and Vice Chancellors Early Academic Career Indigenous Fellow) Indigenous Fellow), that designed, and have begun to action, the ERS Aboriginal and Torres Strait Islander Reconciliation Strategy, with five main objectives. In 2021, the School has focused on two main actions:

- Objective 1: Creating a culturally safe and supportive place for ATSI staff, HDR and undergrad students and visitors,
- Objective 3: Build Indigenous Curricula.

Both of these objectives have begun to improve the everyday life of Aboriginal and Torres Strait Islander students in the School of ERS. For example, a new unit in the Environmental Sciences focused on Australian Aboriginal Sustainability Systems (ENSC220) has been newly implemented. The unit focusses on Indigenous Ecological Knowledge; its equality to western science; and how important relationships with Traditional Owners (and local communities) are during research projects. This is the first full unit offering of Indigenous studies directly within the Science stream of the (SABL) and is now a Core unit in the Bachelor of Environmental Science. Similarly, the unit AGSY101 (designed in 2021 and introduced as a new Unit in T1 2022) includes Aboriginal names for places where known, Aboriginal names for plants and fauna of the New England and includes discussion of Aboriginal land use management.

School of Law: Ms. Marcelle Burns (a law lecturer), continues to engage with her colleagues to help embed cultural competency and awareness wherever practical into Law units. In 2021 this has included participating in the ongoing review of LLB Units and being on the Law School First Year Advisory Committee in which Marcelle is the lead on a Project to embed Indigenous content across the First year Curriculum. Marcelle also joined the SABL Reconciliation Action Plan Committee in the second half of 2021.

Within the UNE Bachelor of Laws program, twelve units (six core and six elective units) include varying amounts of Aboriginal and Torres Strait Islander content. For example, the core unit *LAW101 – Law in Context*, includes two topics on Indigenous law and issues. This unit had over 200 students in 2021, Likewise the elective unit *LAW164 – Law and First People of Australia*, is a unit explicitly designed to introduce students to legal issues affecting Indigenous Australians. The unit includes a learning outcome on Indigenous cultural competency that aims to prepare all students to work effectively with Aboriginal and Torres Strait Islander students in their future careers, and provides a supportive learning environment for Indigenous students. This unit had 140 enrolments in 2021.

UNE Business School: Indigenous content is embedded in a number of courses and units through UNE Business School, e.g. MM591 'Managing Across Cultures' and MM545 'Organisational Leadership' which includes topics regarding 'Employing Indigenous Australians'. The unit MM200 'Contemporary Management' has a broad focus on cultural diversity and social inclusion is addressed. The UNE Business School's Master of Economic and Regional Development includes a major in Indigenous Futures that seeks to prepare students for a career involved in community and regional development projects.

Faculty of Health and Medicine

School of Health: As noted in Section 2.5.1., the School of Health has embedded the OORA 200 -Working with Aboriginal People

as a core unit of Study in the Bachelor of Nursing and the Bachelor of Social Work. This unit examines the history of relationships between Aboriginal and non-Aboriginal peoples, using the notion of whiteness to understand dispossession, resistance, adaptation and survival of Aboriginal peoples in Australia. Models of community development and cultural awareness will enable students to develop strategies to equip them in working with Aboriginal people in a variety of professional practices. Students are challenged to examine and reflect on the self as a conscious personal and professional actor within the dynamic of ethnic interchanges. The School has also included OORA200 as a listed unit in the Diploma of Community Welfare and included OORA 400 as a listed elective in the Master of Social work. Also, throughout the Bachelor of Social Work, a number of Case Studies are provided that reflect diversity of circumstances and interactions with health and social care systems of Aboriginal people. These case studies reflect issues specific to Indigenous people and their experience of disadvantage and about the rights of young Indigenous people who are accused of or found guilty of committing a crime. In addition, where appropriate assignments have been amended to include students demonstrating knowledge of the adjustment of their counselling practice should the client identify as an Aboriginal and Torres Strait Islander person.

School of Rural Medicine: The Joint Medical Program (JMP) is accredited by the Australian Medical Council (AMC) as meeting AMC Standards for a primary medical program provided by an Australian University. In accrediting the JMP Bachelor of Medicine program, the AMC has acknowledged that the graduates of the JMP meet expected graduate attributes. The ability to work effectively, competently and safely in a diverse cultural environment (including Indigenous cultures) is one of the graduate attributes expected of a student completing the JMP. Graduates of the JMP are expected to have knowledge, understanding and skills in Indigenous Health. Students are required to complete the Indigenous Health component of the JMP BMed, and undertake the required assessments to demonstrate their knowledge of Indigenous Health and competencies in understanding the Indigenous culture. Course outcomes that of the BMedSc/MD which are specific to Aboriginal & Torres Strait Islanders are:

- demonstrate that they respect and embrace the history, culture and diversity of Aboriginal and Torres Strait Islander peoples; and
- demonstrate that they are committed to providing culturally competent, holistic, patient-centred care for Aboriginal and Torres Strait Islander peoples.

Similarly, the JMP includes Units of study with specific outcomes relating to Aboriginal and Torres Strait Islander people. For example, the specific unit outcomes relating to Aboriginal and Torres Strait Islander for the Unit MEDI1101A are:

- demonstrate an understanding of the core principles of cultural competence and the skills for sensitively identifying patients of Aboriginal or Torres Strait Islander origin;
- apply fundamental tools and principles of epidemiology to identify and measure the burden of illness of major health challenges facing Australia and other countries, including the gaps in health status and outcomes of Aboriginal and Torres Strait Islander people;
- apply fundamental tools and principles of epidemiology to identify and measure the burden of illness of major health challenges facing Australia and other countries, including the gaps in health status and outcomes of Aboriginal and Torres Strait Islander people.

Further to this, The Indigenous Health Unit based at the University of Newcastle (led by Professor Peter O'Mara and Dr John Towney) have completed a review of the content of the JMP to increase the Indigenous content across all years of training. This has resulted in significant changes made to content in year 1 – 5 of the newly accredited BMedSci and MD with this content implemented for the first time in 2021. The BMedSci and MD Course also offers an Indigenous Health Pathway in year 4. T

School of Psychology: The School of Psychology (and the School of Health) uses the following strategies to improve inclusion of Indigenous knowledge in curricula:

- Acknowledgement of Country is made at the beginning of every meeting within the School and staff have been encouraged to include Acknowledgement of Country at the start of each lecture, tutorial, and seminar. Updated Moodle sites include the text and image shown in Figure 8. Likewise, liaison with the Oorala Aboriginal Centre is ongoing to ensure local cultural protocols, practices and people are considered in curriculum design and delivery.
- 'Getting it Right' resources. These were designed and evaluated as part of a research project run out of the Australian Catholic University (ACU) funded by OLTC in which UNE was a pilot site:
https://staff.acu.edu.au/data/assets/pdf_file/0010/655804/Getting_it_Right_June_2014.pdf
- An Aboriginal Psychologist is contracted to deliver face-to-face content in the postgraduate psychology courses.

2.6 CULTURAL COMPETENCE OF STAFF AND CULTURAL SAFETY OF STUDENTS

2.6.1 Cultural Competence of Staff

UNE provides all staff with the opportunity to attend a one-day Cultural Connections Workshop. In standard years, this workshop is run at regular intervals throughout the year as a Professional Development Opportunity sponsored by UNE People and Culture (formally the Human Resource Services Directorate). In the Faculty of HASSE, for example, it is mandated that all staff with

supervision responsibilities for other staff members must complete the Cultural Connections (cultural competency) and Unconscious Bias courses offered at UNE. Furthermore, all staff are advised to do this professional development (PD) and the Faculty continues to actively monitor the completion of this PD.

At this workshop, participants are provided with an understanding and appreciation of the impact of history and government policies on the emotional and social well-being of Aboriginal people, particularly those within in the local and regional community. Associated insights into the experience of Aboriginal people support stronger relationships with the Oorala Aboriginal Centre and facilitates cross-cultural dialogue with Indigenous students and staff across the University.

UNE has established a Diversity Advisory Group, consisting of student and staff representatives. An external representative chairs this Advisory Group and it reports directly to the Vice-Chancellor. This group has Aboriginal staff representation and has the remit to review all relevant policies, rules and procedures.

2.6.2 Cultural Safety of Students

The Oorala Aboriginal Centre is the focal point for Indigenous cultural inclusion and safety at UNE and the wider regional community. The Centre provides both a digital and 'real-world' UNE space where culturally appropriate advice and pastoral support can be obtained by students in a welcoming environment. A feature of this space is recognition and support for the diversity of Indigenous circumstance and experience; and the strong partnership that the Centre maintains with the local Aboriginal community. In addition to Oorala providing a space of welcome and support for all Indigenous students at UNE, individual Schools (such as the four listed examples below) also take responsibility to ensure the cultural safety of Indigenous students.

School of Education

The School of Education ensures that all students in initial teacher education (ITE) programs at UNE complete studies relating to the teaching of Indigenous students. This includes offering a specialist program of study for students seeking to specialise in the teaching of Indigenous students. All academic staff involved in these programs actively maintain their own knowledge of the teaching of Indigenous students. In addition, the Office for Professional Learning (OPL), which manages all school teaching practice for ITE students, ensures that it pays attention to the specific needs of Indigenous students when managing their placements.

School of Psychology

The School of Psychology has a 'Respecting Indigeneity Statement' whose purpose is to ensure that Aboriginal and Torres Strait Islander students are acknowledged, valued, nurtured, and successful in their studies. The document also aims to develop in non-Indigenous staff and students, respect for Aboriginal and Torres Strait Islander culture and values. The School aims to: (a) create an environment in which Aboriginal and Torres Strait Islander students and staff are culturally safe in their interactions with staff and other students; and (b) build a culture of acknowledging Indigenous custodianship of country. The School actively supports the development of cultural competency in staff and the promotion of a culturally safe environment for Indigenous students by:

- Encouraging and supporting all staff to attend and participate in Aboriginal and Torres Strait Islander events at the University or in the local community (e.g., NAIDOC Week celebrations). This approach allows staff to keep abreast of current Indigenous issues and engagement with Indigenous cultural practices.
- Supporting all staff to attend a 'Cultural Connections' Workshop.
- Holding regular meetings with the Oorala Aboriginal Engagement Officer for the Faculty of Medicine and Health.

School of Rural Medicine

Indigenous students enrolled in Medicine at UNE access the JMP Student Support Program that is available to all Medical students. A two-member case management team (CMT) supports students requiring support due to personal or academic reasons. The CMT meets with the student at regular intervals to ensure that necessary support is in place. An Indigenous Academic is on the Executive Committee of the JMP Student Support Program and works to ensure that Indigenous students are provided with a culturally safe environment. In addition, the Indigenous Academic liaises with the Student Engagement Team at Oorala to ensure that Indigenous students enrolled in medicine have ready access to the academic (including tutoring) and cultural support provide by the Oorala Aboriginal Centre.

School of Environmental and Rural Science (ERS)

A working party of the ERS Gender and Diversity Equity Working Group continue to collaborate with local Indigenous people and staff from the Oorala Aboriginal Centre Team, including the Elder in Residence. An outcome is that an Acknowledgement of Country is included on the UNE Brand Approved staff Email signatures. This assists in creating a culturally safe communicative method for our Indigenous students.

3. COMPLETIONS

3.1 RISE AND FALL OF COMPLETIONS

3.1.1 Outcomes

In 2021, 90 Indigenous students completed course offerings at UNE, ranging from Diploma level through to PhD qualifications. Indigenous students represent 2.68% of the total number of completions at UNE in 2021 (Table 15).

Table 15:: Course Completions by Indigenous Students at UNE 2019-2021.

Number of Student Completions	Calendar Year		
	2019	2020	2021
Indigenous Graduates	107	79	90
Non-Indigenous Graduates	3611	3567	3264
% Indigenous Graduates	2.87	2.16	2.68

Source: UNE Power BI Course Monitoring App, 12 April 2022.

3.1.2 Strategies connecting graduates with employment (both within and outside the institution)

Across the University, a number of services and supported opportunities are available to Indigenous students to enable them to make workforce connections and improve their employment prospects upon graduation. These include:

Services

- The UNE Employability and Careers Team focuses on (a) embedding employability across the teaching curriculum and (b) on achieving positive graduate outcomes. The team provides services to both on- and off-campus students and mirrors all on-campus services with digital learning platforms for UNE's online students including: one-on-one consultations, online self-help learning resources, work integrated learning; workshops, and employer seminars. The team also facilitates the Unit of Study titled Work300: Integrated Learning – Professional Skills Development. This unit is an elective available across a range of courses at UNE.

Opportunities

- All graduates from the Joint Medical Program are employed by the State Health Departments to commence internship – as required to gain full registration.
- The School of Health is a member of the Congress of Aboriginal and Torres Strait Nurses and Midwives (CATSINaM) which is the peak body that represents Aboriginal and Torres Strait Islander nurses and midwives across Australia. The aim of this body is to increase the recruitment and retention of Aboriginal peoples into nursing and midwifery roles across Australia.
- The School of Health also supports Aboriginal and Torres Strait Islander nursing students gain continuing employment via support/promotion of Cadetships available with NSW Health.
- Programs in the School of Education, the School of Health and the School of Rural Medicine require student placement in work/clinical settings for course completions. Indigenous students who participate in placements are supported by the Oorala Aboriginal Centre to apply for 'Away from Base' funding through the Commonwealth ABSTUDY scheme to assist students meet the accommodation costs of these placements.
- For a number of years, UNE has supported students to achieve Internships via the Career Trackers Indigenous Internship Program. Likewise, UNE have participated in the Aurora Education Foundation Internship program for more than 10 years.
- The Senior Human Resources Consultant, Aboriginal Employment at UNE continues to promote the Aboriginal Casual Employment Register to UNE recruiters as well as to Aboriginal Torres Strait Islander students and graduates

3.1.3 Strategies to monitor student outcomes after graduation

UNE continues to participate in the Quality Indicators for Teaching and Learning (QILT) suite of government-funded student and graduate surveys. The latest (2021) Graduate Outcomes Survey (GOS) data indicates that UNE Indigenous graduates reported the following (on an adjusted 5-point Likert-type scale):

- **GADAPTn Average:** The course provided the adaptive skills (broad general knowledge, ability to develop innovative ideas, ability to identify new opportunities, ability to adapt knowledge in different contexts, ability to apply skills in different contexts, capacity to work independently) required for the job: Indigenous: 3.96; UNE average (Indigenous and Non-Indigenous): 4.06
- **GFOUNDn Average:** The course provided the foundation skills (oral communication skills, written communication skills, numeracy skills, ability to develop relevant knowledge, ability to develop relevant skills, ability to solve problems, ability to integrate knowledge, ability to think independently about problems) required for the job: Indigenous: 3.94; UNE average (Indigenous and Non-Indigenous): 4.06
- **GCOLLABm Average:** The course provided the collaboration skills (working well in a team, getting on well with others in the workplace, working collaboratively with colleagues to complete tasks, understanding of different points of view, ability

to interact with co-workers from different or multicultural backgrounds) required for the job: Indigenous: 3.89; UNE average (Indigenous and Non-Indigenous): 3.73

- **QUALIMPn Average:** The course Qualification was Important in Securing a Job: Indigenous: 3.05; UNE average (Indigenous and Non-Indigenous): 3.03
- **CRSPREPN Average:** Course preparation for employment: Indigenous: 3.61; UNE average (Indigenous and Non-Indigenous): 3.23

In 2021, the reported scores for Indigenous graduates for three of the five GOS Indicators noted above were marginally to moderately better than for the combined Indigenous and Non-Indigenous graduate scores for the same indicators (See: Table 15 below). Overall this represents a small positive reversal of Indigenous graduate survey outcomes from 2020.

Table 16: UNE 2021 Graduate Survey (GOS) Responses to Key Grouped Questions

QILT Category (Identifier for grouped Graduate Outcome Survey Questions)	Student Response to QILT Graduate Outcome Surveys Questions*		Difference (A-B)
	A. Indigenous Students only	B. Indigenous + Non-Indigenous Students	
GADAPTn (min of 4 Qns answered)	3.96	4.06	-0.10
GFOUNDn (minimum of 6 Qns answered)	3.94	4.06	-0.12
GCOLLABn (min of 3 Qns answered)	3.89	3.73	+0.16
QUALIMPn	3.05	3.03	+0.03
CRSPREPN	3.61	3.23	+0.38
Combined AVERAGE	3.69	3.62	0.07

*As scored on an adjusted 5-point Likert-type scale. SOURCE: Power BI Application – AQ Course Level Surveys Dashboard – prepared and updated by UNE Business Intelligence Services 18/03/2022.

Indigenous graduates also reported the following:

- Median Salary (at time of survey): Indigenous: \$83,000; UNE average (Indigenous and Non-Indigenous): \$76,904
- Proportion of graduate in full-time employment: Indigenous: 56.3%; UNE average (Indigenous and Non-Indigenous): 56.7%
- Proportion of jobs where course was a formal requirement for employment: Indigenous: 42.9%; UNE average (Indigenous and Non-Indigenous): 38.6%

4. REGIONAL AND REMOTE STUDENTS

4.1 SCHOLARSHIP SUPPORT FOR REGIONAL AND REMOTE INDIGENOUS STUDENTS

Section 21 (3) (a) of 'the Guidelines' requires that a minimum of 95 percent of the Commonwealth Equity Scholarship amount paid to regional and remote students in the preceding year (i.e. 2019) be offered to regional and remote students in 2020. For UNE the minimum funds to be offered in 2021 was \$135,945 being 95 percent of total funds paid in 2020. (See Table 17). The actual amount of scholarship support offered to regional and remote students studying at UNE in 2021 was \$226,000 a funding offer of 158 percent of 2020 scholarship payments, well above the minimum 95 percent required.

Table 17: Scholarship data for remote and regional students.

LEVEL OF STUDY	Education Costs		Accommodation		Reward		TOTAL	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2020 Payments	93,100	33.3	27,000	4.5	23,000	11.5	143,100	49.3
B. 2021 Offers	162,000	54.0	36,000	6.0	28,000	14.0	226,000	74.0
C. Percentage (C=B/A*100)							158%	
2021 PAYMENTS	79,025	26.3	45,000	7.5	0	0.0	124,025	33.8

Source: Business Accounting Manager, FUNE Finance, Strategy and Business Intelligence Directorate, March 2022.

4.2 REGIONAL AND REMOTE STATUS OF INDIGENOUS STUDENTS STUDYING AT UNE¹⁶

For the three-year period 2019-2021 the number and percentage of Indigenous students studying at UNE who came from each of the five-broad locational categories described in HEIMS (i.e. Major Cities of Australia; Inner Regional Australia; Outer Regional Australia, Remote Australia and Very Remote Australia) has undergone only minor fluctuations (Table 18). In 2021, some 613 or 61.12 percent of the Indigenous cohort at UNE was from regional and/or remote Australia (Table 18). Overall this represents a small 0.32 percent decline from 2019 (at 61.44 percent) and a 0.99 percentage increase from 2020 (60.13 percent).

Table 18: Number, percent and EFTSL of Indigenous students from Regional and Remote Australia at UNE in 2021

STUDENT LOCATION OF ORIGIN	CALENDAR YEAR								
	2019			2020			2021		
	#	%	EFTSL	#	%	EFTSL	#	%	EFTSL
Major Cities of Australia	358	36.91	186.94	375	38.54	196.23	371	36.99	187.03
Inner Regional Australia	361	37.22	188.51	341	35.05	178.46	368	36.69	185.51
Outer Regional Australia	204	21.03	106.51	209	21.48	109.37	203	20.24	102.34
Remote Australia	23	2.37	12.00	24	2.47	12.58	29	2.89	14.61
Very Remote Australia	8	0.82	4.15	11	1.13	5.75	13	1.30	6.57
Location Data Not Available	16	1.65	8.36	13	1.34	6.82	19	1.89	9.56
GRAND TOTAL	970	100	506.47	973	100	509.17	1003	100.00	505.62
TOTAL Regional and Remote	596	61.44	311.18	585	60.13	306.16	613	61.12	309.03

Source: Power BI Course monitoring App, (HEPPP Demographics Dashboard), 08/04/20

On average, for the three years 2019-2021 the majority of Indigenous students studying at UNE were from the Major Cities of Australia (>37 percent) followed closely by students from Inner Regional Australia (>36 percent). Students from Outer Regional Australia comprised a further 20 percent or more of the total Indigenous cohort at UNE whilst students from remote and very remote Australia comprising less than 4 percent of this total (Figure x). In combination students from regional Australia make up more than 57 percent of the total Indigenous student body at UNE and have done so for at least the past three years (Figure 6). This strong and continuing engagement with Indigenous students from the regional communities, in which UNE is embedded, is occurring at the same time we are experiencing a surge in the number of students coming to UNE from Major Cities.

¹⁶ The regional and remote status of Indigenous students at UNE is assigned as per the Australian Statistical Geography Standard measure (ASGS), and the five location categories described (see Column 1, TABLE 15) aligns with the Commonwealth Government Higher Education Information Management System (HEIMS) criteria.

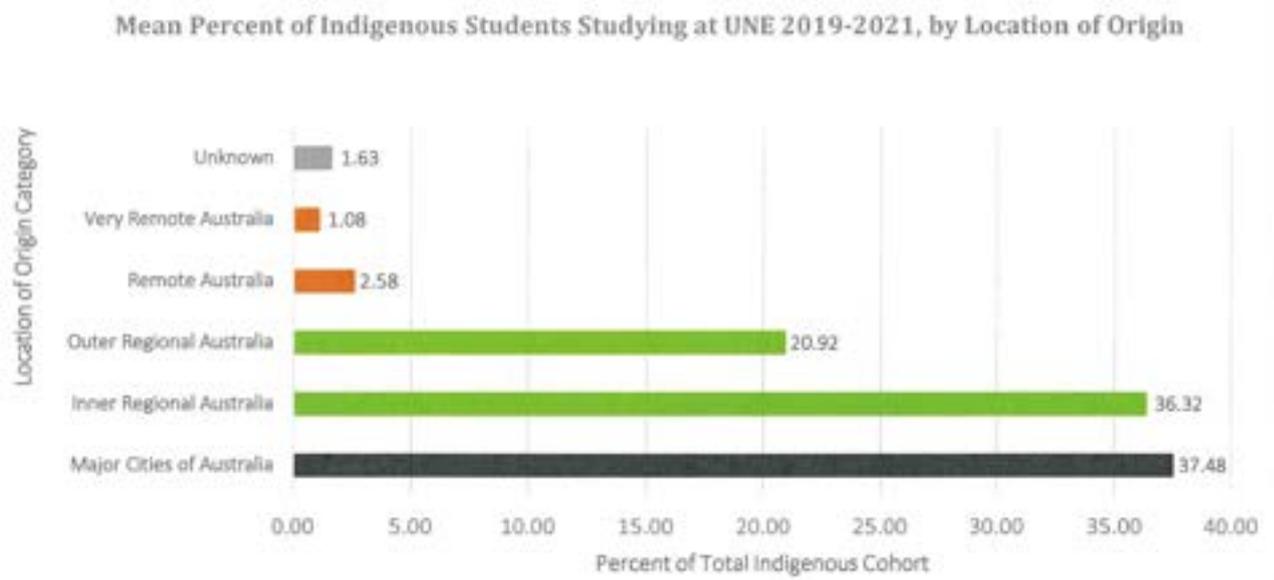


Figure 6: Mean percent of Indigenous students studying at UNE 2019-2021 by Location of Origin. Source HEPPP Demographic. Dashboard, 08-04-2022.

5. ELIGIBILITY REQUIREMENTS

5.1 UNE INDIGENOUS EDUCATION STRATEGY 2019-2021

The UNE Indigenous Education Strategy (IES) 2019-2021 is an endorsed document and is available to the public at: [UNE IES 2019-2021](#). This strategy will ensure UNE is a culturally welcoming environment to support growth in Indigenous student and staff numbers, greater inclusion of Indigenous knowledge in UNE's curricula and teaching practices, and in UNE's graduate attributes.

5.1.1 Implementation of strategies and targets

The core mechanism by which Education Futures achieves ISSP outcomes is by designing, approving and implementing a network of policies, procedures and frameworks that embed Indigenous knowledge into curricula, graduate attributes and teaching practices. In the last reporting period Education Futures achieved significant progress towards the implementation of Section 13c in particular. As outlined in the previous report, the Course Design Framework (CDF) and Online Learning Standards (OLS) were developed, agreed and implemented into policy and incorporated into Business as Usual (BAU) processes.

Ongoing implementation of the Course Design Framework and Online Learning Standards will occur through BAU mechanisms including the annual amendment cycle, regular course and unit quality review processes and Curriculum+

5.1.1a Curriculum Plus

Curriculum+ describes an operating model that seeks to embed CDF implementation as business-as-usual via continuous integration with major workstreams such as course reviews, the amendment cycle and accreditation, allowing institutional priorities to serve as a vehicle for CDF implementation, rather than existing in competition for time and resources (Figure 7). The continuous integration engagement model positions the major workstreams as triggers for engagement (TABLE 19). It identifies the flexible and variable engagement patterns that create an overarching model for renewing curriculum at UNE. The model can also accommodate emerging projects and continuous improvement initiatives as engagement triggers, building an agile, adaptive and sustainable approach over time.

The engagement patterns allow faculties to determine their scope and priorities (depth) and engage accordingly. Available modes of engagement range from self-service, where online resources available through the [CDF website](#) and other channels can be drawn on to support faculty-driven work, through a consultation model that utilises periodic advisory, through to a full partnership project. In the partnership model, an allocated cross-functional course team can follow either a design-driven [12-step Goals-Based course redesign process](#), or a project management-driven phased integration model (currently in development).

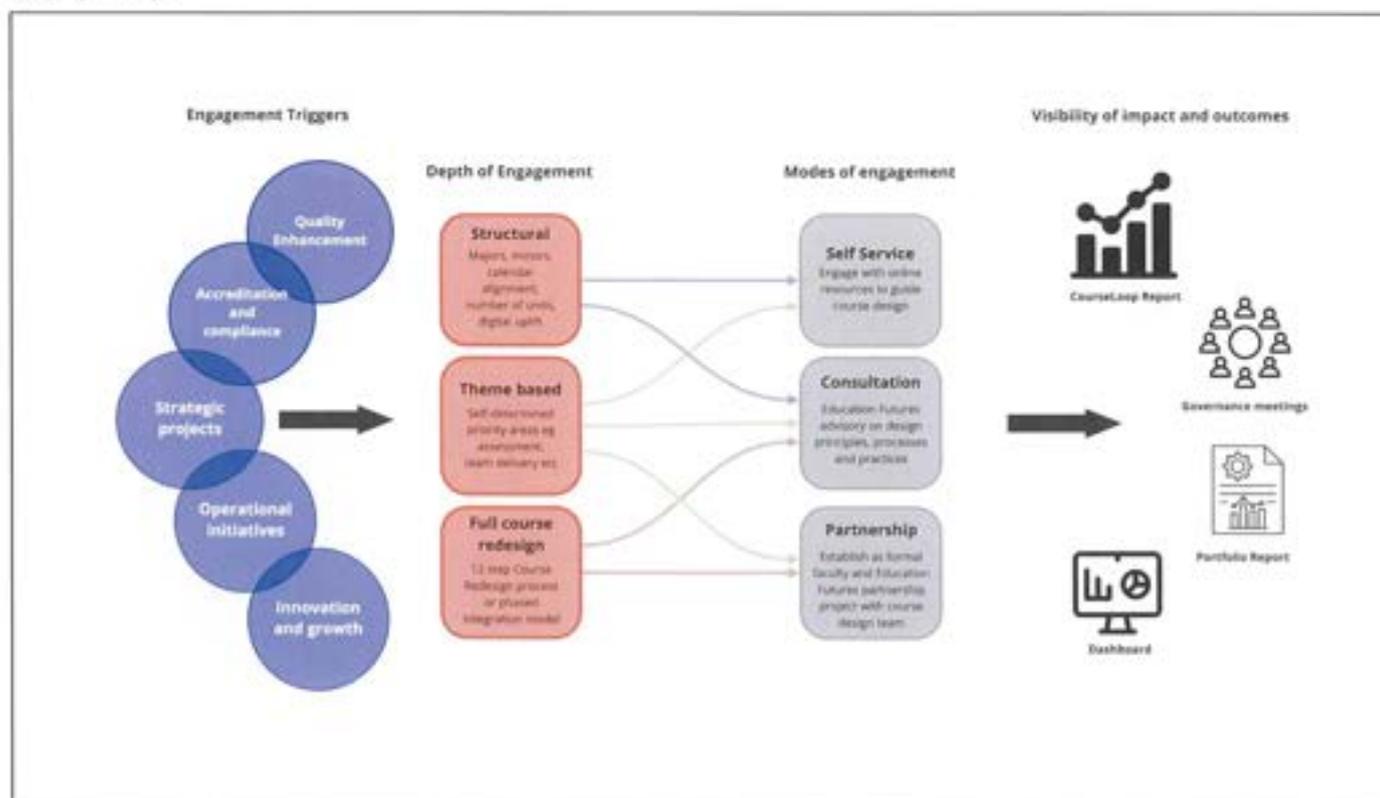


Figure 7: UNE Curriculum+ Engagement Model. Source: UNE Education Futures 17 March 2022.

Table 19: Major Workstream Triggers for Engagement

Engagement Triggers	Associated Major Workstreams
Quality Enhancement	Course reviews, Unit monitoring data, Course advisory data. Course Advisory boards, Board of examiners
Accreditation and Compliance	External professional body accreditation, TEQSA
Strategic Projects	Digital+, LMS Renewal
Operational Initiatives	Academic calendar redesign
Innovation and Growth	New product development (Courses and Units), Short Courses, Industry Partnerships
Policy and Governance	Mandatory in policy, Flagged in FEC ToRs, Stage gate in course lifecycle.

5.1.1b Other Strategic Programs

Since the last report, other strategic programs have been launched which will accelerate the implementation of the CDF, namely Digital+ and the Academic Calendar Redesign. Digital+ is a suite of initiatives that includes the renewal of the current learning Management System (LMS) and associated uplift of all units as they are transferred to the new learning environment. The proposed new Academic Calendar if adopted would also trigger significant redesign of units and courses to enable modified teaching periods. Each of these redesign events will further align the curriculum to the CDF, OLS and Indigenous Education Strategy.

The Teaching and Learning Plan represents a second-tier planning instrument currently in the final stages of development. The plan is being developed to meet requirements of the Higher Education Standards Framework and will ensure that policies and plans are in place to drive teaching, assessment and learning experiences. The plan is aligned to and informed by the Future Fit Decadal Plan and embeds Indigenous knowledge and culture into goals, targets and indicators of success. The Teaching and Learning Plan has been developed in collaboration with a broad range of academic and professional stakeholders and is currently going through final approval by academic governance committees.

5.1.2 Indigenous Education Statements

All UNE Indigenous Education Statements from 2012-2021 are available to the public at: [UNE Indigenous Education Statements 2012-2020](#).

5.1.3 Reconciliation Action Plan

UNE's inaugural Reconciliation Action Plan (RAP) is available to the public at: [UNE RAP](#). This inaugural 'Reflect' RAP outlines actions and deliverables that support UNE's commitment to equitable access to higher education for Indigenous students regardless of circumstances. In addition to outlining UNE's vision for reconciliation, the RAP is also an action plan that sets out how the University will continue to work side-by-side with Indigenous students, staff and community members to advance reconciliation.

5.2 UNE INDIGENOUS WORKFORCE STRATEGY 2019-2023 (IWFS)

The UNE Aboriginal and Torres Strait Islander Employment Strategy 2019 - 2023 is the current endorsed Workforce document at UNE and is available to the public at: [UNE IWFS 2019-2023](#). With this 5-year strategy, the university continues its commitment to making UNE a leader in the education and employment of Indigenous peoples. The focus of the strategy has been on strengthening relationships between UNE and the Indigenous community; building meaningful career paths for Indigenous staff; building understanding and appreciation of Aboriginal and Torres Strait Islander culture and appropriate workforce management practices; and increasing meaningful employment options for Indigenous peoples.

5.2.1 UNE 2019-2023 IWFS - Support for development of current Indigenous Employees

The UNE 2019-2023 IWFS supports the professional development of current Indigenous employees by:

1. Promoting the UNE Professional Development fund to all Indigenous employees and encouraging applications from Indigenous staff consistent with fund guidelines;
2. Reviewing current options for study leave to support Indigenous employees to participate in accredited study that takes in Indigenous ways of knowing;
3. Encouraging and supporting the participation of all Indigenous employees in UNE Leadership Programs aligned with their classification;
4. Encouraging and supporting the participation of all Indigenous Early Career Academics in continuing and fixed term positions in the University wide Early Career Academic Mentoring Program (ECAMP)

In addition, the UNE 2019-2023 IWFS commits UNE to develop an induction process for all new Indigenous employees that will include the allocation of a culturally competent buddy and/or mentor; develop flexible employment options for Indigenous professional and academic staff; and promote traineeship opportunities to faculties and directorates. Likewise, the Human Resources Directorate (now People and Culture) will continue to work collaboratively with Faculties and Directorates to identify positions to be targeted for Indigenous people, and continue to provide opportunities for Indigenous staff to be seconded into higher duties positions.

5.2.2 UNE 2019-2023 IWFS – Increasing employment opportunities for Indigenous people at UNE.

For the majority of 2021, UNE Indigenous staff numbers were static whilst Non-Indigenous staff losses, confirmed as part of the 'Time for Change' agenda, continued. Hence the overall percentage of Aboriginal staff at UNE increased to 2.34 percent a modest 0.27 percent increase from 2020. Significantly, at years end UNE had completed recruitment of its inaugural Pro Vice Chancellor (Indigenous Strategy) as committed to in the IWFS. Whilst no other gains in Indigenous personnel occurred in 2021, positive efforts to improve employment opportunities and retain existing Indigenous staff did occur including:

- 1 x staff member secured a secondment as Targeted Tutorial Assistant Coordinator;
- 1 x Targeted Tutorial Assistance Coordinator secondment became permanent via a competitive recruitment process;
- 1 x Casual Indigenous staff member in the Oorala Aboriginal Centre was made permanent.
- 1 x Student Engagement Officer in Oorala Aboriginal Centre, was employed in a Higher Duties Position for part of the year.
- 1 x staff member applied for Professional Staff Development Funds

5.2.3 Recruitment of Indigenous person to Senior Executive Position at UNE.

The UNE 2019-2023 IWFS committed UNE to identify a position for an Indigenous person in a senior executive role at the level of Pro Vice-Chancellor or Deputy Vice-Chancellor or equivalent by 2021. A combined position of Pro Vice Chancellor and Director of the Oorala Aboriginal Centre went to market in December 2019 and recruitment processes were in train through to March 2020. However, in response to the COVID-19 pandemic, this process was necessarily suspended. UNE recommenced recruitment for the position in 2021 and appointed its inaugural Pro Vice Chancellor (Indigenous Strategy) in November 2021.

5.2.4 UNE Indigenous Workforce data.

In 2021, the permanent Indigenous workforce at UNE comprised seven academic staff, the majority of which were appointed at Academic Level B and twenty professional staff of which more than 50% were employed at HEO Level 5 (Table 20). A further twelve professional roles were held by Indigenous personnel on a contract and/or casual basis the majority of which were at HEO Level 4 (Table 20). Some twenty Indigenous people held casual Academic contracts across the year, almost all of whom were employed as Tutors in the Targeted Tutorial Assistance Program administered by the Oorala Centre (Table20).

Table 20: UNE Indigenous Workforce Data (2021 breakdown).

Level/Position	Permanent		Casual and contract	
	Academic	Non-academic	Academic	Non-academic
HEO 3		1		
HEO 4		7		1
HEO 5		3		2
HEO 6		6		2
HEO 7				1
Academic A				
Academic B	6		1	
Academic C	1		1	
Academic (other)			16*	
PVC (i)		1 (Executive)		
TOTALS	7	18	2 + (16) *	6

*In 2021, there were 16 active Casual Academic Contracts for tutors in the Targeted Tutorial Assistance Program at Oorala held by staff that identified as Indigenous.

5.2.5 Indigenous Workforce Case Study –UNE’s Aboriginal Cultural Heritage Advisor

Preserving culture and developing a career

In 2021 UNE continued to progress the recognition of the Aboriginal cultural heritage values of its Armidale Campus and surrounds and specifically worked to incorporate this importance into the day to day operations of the UNE’s Environment and Built Estate (EBE) Portfolio Area. A key lead in this process of recognition and operational implementation has been local Anaiwan man, Mr. Steven Ahoy the Aboriginal Cultural Heritage Advisor to EBE.

Throughout 2021, in his role of Aboriginal Cultural Advisor, Mr. Ahoy has led EBE in the engagement of an Archaeologist to conduct several Aboriginal Cultural Heritage Assessments throughout the University grounds and SMART Farms. These assessments occurred in partnership with the local community and were undertaken to ensure the protection and management of all recorded Aboriginal Heritage sites for future preservation. With strong negotiation and agreement between parties some of these sites are now expected to be used for educating students, Aboriginal descendants, and the public about Aboriginal occupation and living habits in the local area.

In addition, as Aboriginal Cultural Advisor to EBE, Mr. Ahoy has worked on a range of operational projects within the university, including but not limited to:

- Incorporating Aboriginal Culture and Heritage into the design and planning phase for the Boiler House project, the principals of which will be incorporated into other future projects;
- Provision of advice to Oorala regarding native foods and medicines for the outdoor teaching spaces;
- Assisting academics from Environmental and Rural Science in a range of projects to ensure they are aware of and comply with requirements to protect heritage and artefacts;
- Assessing the impact of storm damage on Armidale campus to Cultural sites and providing remediation recommendations;
- Contributing to the development of the Armidale campus mountain bike track to ensure it avoids areas of cultural significance;
- Creating a partnership with the local Armidale Aboriginal Community in relation to the maintenance of Mount Duval and Cultural artefacts;
- Continuation of Cultural mapping of UNE and surrounding properties; and
- Working with UNE’s N.C.W. Beadle Herbarium to identify native food sources and plants located on the Universities grounds for educational purposes, and investigating the Anaiwan names for these plants.

Also, with the close involvement of EBE’s Aboriginal Cultural Advisor, and in conjunction with archaeologists from within the School of Humanities Arts and Social Sciences [HASS], UNE has further developed a supportive working relationship with the Armidale and Region Aboriginal Cultural Centre and Keeping Place (ACCKP). Through this relationship UNE continues to support the ACCKP to update and catalogue its entire Aboriginal archaeological collection, support which thus far has revealed that the ACCKP has one of the most impressive stone axe collections in Australia

5.3 UNE INDIGENOUS GOVERNANCE MECHANISM

5.3.a Statement by the Indigenous Governance Mechanism

The UNE Indigenous Engagement Committee (UNEIEC) was established in December 2018. The Committee reports to the Vice-Chancellor and advises on matters relating to Indigenous education, employment and research and satisfies the *Indigenous Student Assistant Grant Guidelines 2017* requirements for an Indigenous Governance Mechanism. The composition and terms of reference for this Committee are available to the public on its dedicated UNE webpage: <https://www.une.edu.au/about-une/executive/vice-chancellor/uneiec#tor>

As terms of reference, UNEIEC endorses Indigenous strategies and reports to the Vice-Chancellor. The committee advises on matters relating to Indigenous education, employment and research. The Committee has the capacity to seek reports on Indigenous matters from any work unit within the University. The committee receives advice from Indigenous stakeholders such as Elders from the community/region, Indigenous students and academic and professional staff.

The committee existed but did not meet in 2021 due to a combination of significant public health and emergency management events, coupled with community issues and internal university restructuring. The expectation that the PVC position would be filled during the year also contributed to the situation (unfortunately the appointment was delayed until the end of the year due to public health travel restrictions). As a result, the Committee did not complete meetings during the year.

During 2021 all activities and programs conducted by UNE using ISSP funds were undertaken consistent with 2020 activities supported by the active Indigenous Governance mechanism. During the period of uncertainty, all decisions were made by the Director of Oorala in consultation with the Indigenous Student Engagement Manager. Oorala Management Group also had input into programming and operational activities across the year. The Oorala Management Group met weekly and included the Director of Oorala, Indigenous Student Engagement Manager, and Indigenous Academic Unit Coordinator (Darin Gorry). The incumbent PVC-Indigenous Strategy now fulfils the requirements outlined in section 11 of the Indigenous Student Assistance Grants Guidelines 2017 and will continue to meet Governance requirements.

5.3b Additional Involvement of Indigenous staff in decision making including curriculum evaluation and review

Encouraging and increasing Indigenous representation within governing and decision-making bodies has remained a focus of the University in 2021. Participation of Aboriginal and Torres Strait Islander people on decision-making bodies at UNE in 2021 has included

Pro Vice-Chancellor (Indigenous)

In 2019 the Vice-Chancellor and University Council approved the appointment of a new senior executive position to oversee all Indigenous matters within the University. Recruitment for the the Pro Vice-Chancellor (Indigenous) position was negatively impacted by COVID-19 restrictions in 2020 but were recommenced and completed in 2021. Professor Joe Fraser was announced as the inaugural PVC Indigenous in November 2021 and he commenced his on Campus position on 5th of January 2022.

Director of Oorala

The Director of the Oorala Aboriginal Centre provides key leadership on Indigenous Higher Education at UNE through involvement in committees and high-level liaison with Schools and Directorates on matters and issues that relate to academic support and outcomes in recruitment, access, participation, retention and completion for Aboriginal and Torres Strait Islander people. The Director is an *ex officio* member of Academic Board, a member of the Deans Committee and the Human Research Ethic Committee of the University. In addition, this position provides for, and has oversight of, the strategic direction of the Oorala Aboriginal Centre and its primary functions in Indigenous community and student engagement, academic programs support and cultural competency. The Director of Oorala is heavily supported in a collaborative relationship with the Indigenous Student Engagement Manager Ms. Samantha Fowler.

Elder-in-Residence

Mr. Colin Ahoy, a local Anaiwan Elder continued his appointment, in a reduced capacity as Elder-in-Residence of the University for 2021. The role of Elder-in-Residence is an important role that has ceremonial, liaison and pastoral functions across the University. The role includes consultation and participation in protocols for official events, programs and projects, including Welcome to Country; and incorporation of Aboriginal and Torres Strait Islander perspectives in academic business and curriculum.

Academic Board

Ms Marcelle Burns, Indigenous Lecturer in Law in the Faculty of SABL continued her appointment as a member of the Curriculum Committee in 2021.

Mr. Shaun Hooper, an Indigenous HDR Student in in the Faculty of SABL, continued as an appointed member of the Research Committee of Academic Board.

Ms. Donna Moodie, an Indigenous Academic in the School of Education followed Mr Darin Gorry, Indigenous Lecturer in the Oorala Aboriginal Centre to become the appointed member of the Teaching and Learning Committee of Academic Board.

School Committees

Ms. Marcelle Burns an Indigenous academic in the School of Law is a member of the Teaching and Learning Committee of this School; [Ms. Burns is also a member of the UNE Aboriginal Employment Strategy Governance Committee and also a member of the UNE Reconciliation Action Plan Committee].

Mr. Steve Widders, an Anaiwan Elder, is Patron of the School of Education and is invited to significant occasions held in the School.

In the School of Medicine and Health, the CEO of the Congress of Aboriginal and Torres Strait Nurses and Midwives (CATSINaM) is a member of the Bachelor of Nursing stakeholder group.

Curriculum Evaluation and Review

Indigenous Academics from within the Oorala Aboriginal Centre also participated in School Committees and/or curriculum evaluation and review mechanism in 2021 including:

- Attendance at the School of Health Course Advisory Boards for the Bachelor of Nursing, and the Bachelor of Social Work.
- Attendance at the School of Psychology Course Advisory Board for Bachelor of Psychological Science and the Masters' Courses. (Master of Counselling, Master of Neuroscience, Master of Professional Psychology, Master of Psychology (Clinical)).
- Participated in several meetings about Indigenising UNE curriculum for the Bachelor of Psychological Science, Bachelor of Environmental Science, and Bachelor of Sustainability.

UNE Regional Aboriginal Working Groups

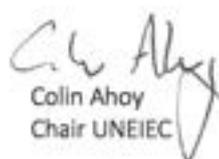
Ms. Samantha Fowler, Student Engagement Manager in the Oorala Aboriginal Centre is a representative on the UNE Tamworth Aboriginal Working Group. Made up of colleagues from UNE as well as Tamworth Aboriginal community members and Tamworth Regional Council representatives the Working Group is consulted on the redevelopment of UNE Tamworth and new course offerings in the Tamworth area including place-base and undergraduate certificates. Collaboration is also underway with Moree for a similar approach to engaging the community through education and research. Potential partners include the Special Activation Precinct and the Moree Shire Council.

UNE Boiler House Discovery Space Advisory Committee

Ms. Natasha Haines, Student Engagement Officer at Oorala has continued to provide Indigenous perspectives and advice on the physical design and content of this new science education and outreach facility being developed at UNE.

5.3.1 Statement by the Indigenous Governance Mechanism

Throughout 2021, UNE pursued a program of activity to ensure compliance with Section 10 of the Indigenous Student Assistance Grants Guidelines 2017 and thereby maintain eligibility for ISSP funds in 2022 and beyond. Section 10 (1) (c) of these Guidelines outlines the need for the University to have: (a) an Indigenous Governance Mechanism, (b) an Indigenous Workforce Strategy and (c) an Indigenous Education Strategy. Consistent with subsection 17(2) (b) of the Indigenous Student Assistance Grants Guidelines 2017, the Chair of the UNE Indigenous Engagement Committee (Uncle Colin Ahoy, cahoy4@une.edu.au), endorses this 2021 ISSP report and associated financial acquittal.


Colin Ahoy
Chair UNEIEC

ATTACHMENT B2: ISSP FINANCIAL ACQUITTAL

INDIGENOUS STUDENT SUCCESS PROGRAM

2021 FINANCIAL ACQUITTAL

Organisation

University of New England

1. Financials – income and expenditure

Table 1a ISSP income available to support Indigenous students in 2021 (excluding GST)¹

Item	(\$)
A. ISSP Grant	
ISSP Grant 2021 (flexible component)	2,597,583
ISSP Grant 2021 for preserved scholarships	
Subtotal ISSP Grant 2021	2,597,583
B. Other ISSP Related Income	
Rollover of ISSP funds from 2020 (and earlier years)	133,344
Interest earned/royalties from ISSP funding ²	
<i>If no interest has been earned briefly state why</i>	
Due to changes in staffing this allocation was overlooked it has been calculated at \$2,234 This amount will be credited in 2022.	
Sale of ISSP assets	
Subtotal other ISSP related income	133,344
Grand total for 2021	\$2,730,927

Table 1b Other funding available to support Indigenous students in 2021 (excluding GST)³

Item	(\$)
A. Other non-ISSP funds⁴	
Other funding provided under HESA ⁵	1,444,520
Other Commonwealth Government funding	
ATO cash flow boost voluntarily allocated by you to this activity	
Funds derived from external sources ⁶	
Total of other non-ISSP funds for 2021	\$1,444,520

Table 1c Expenditure on support for Indigenous students during 2021 (excluding GST)⁷

Item ⁸	Actual ISSP (\$) ⁹	Estimate other funds (\$) ¹⁰	TOTAL (\$) ¹¹
Preserved scholarships			
Scholarships from flexible ISSP funding	218,875		218,875
Salaries for staff working on ISSP activities (excluding JobKeeper payments) ¹²	1,853,041	720,211	2,573,252
Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components)	43,873		43,873
Travel – domestic (airfares, accommodation & meals)	1,267	1,806	3,073
Travel – international (airfares) ¹³	-		
Travel – international (accommodation and meals)	-		
Conference fees and related costs ¹⁴	173	3,198	3,371
ISSP Asset purchases made during 2021 ¹⁵			
Other (including other ATO cash flow boost expenditure not included in above figures)	98,284	719,305	817,590
A. Total Expenditure 2021	\$2,215,513	\$1,444,520	\$3,660,034
B. Unexpended 2021 ISSP funds approved for rollover into 2022 grant year¹⁶	493,591		
C. Unexpended 2021 ISSP funding to be returned to the NIAA – flexible component	21,823		
D. Unexpended 2021 ISSP funding to be returned to the NIAA – preserved scholarships	-		
2021 ISSP funding committed (A + B + C + D)¹⁷	\$2,730,927		

For NIAA information only

JobKeeper payment/s received and expended on this activity (value \$)

2. Rollovers

Table 2 Rollovers ¹⁸

	Rolled over (\$) (A)	Expended/committed ¹⁹ (\$) (B)	Excess to be returned to the NIAA ²⁰ (\$) (C) (C = A – B)
2019 funds rolled over into 2021			
2019 funds approved for roll over into 2022 (if applicable)			
2020 funds rolled over into 2021	133,344	123,000	10,344
2020 funds approved for roll over into 2022 (if applicable)	10,344	-	
2021 funds approved for roll over into 2022	483,247		

Please provide details of rollovers outlined in Table 2:

- The grants approved and the expenditure of 2020 ISSP funds rolled over to 2021 – Completed Projects \$123,000
 1. Oorala Outdoor Learning Precinct - \$35,122
 2. Delivery of the "Improving Indigenous Student Success Rate" project - \$70,006
 3. Delivery of the "Online Learning Live Project." - \$17,872
- The grants approved and the expenditure of 2021 ISSP funds rolled over to 2022 – Commencing Projects \$493,591
 1. Improving the Targeted Tutorial Assistance Program - \$69,362
 2. Multi-media and Student/Community Engagement Resources - \$64,335
 3. Oorala Outdoor Learning Precinct - Final Design and Building Phase - \$190,000
 4. Faculty Indigenous Liaison Officers - \$159,550
 5. Lessons from the Bachelor of Nursing Degree 2008-2018 - \$10,344

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2021²¹

1. GST received by you in 2021 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> ²²	\$
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$
Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /
	Amount remitted: \$
	Date remitted: / /

4. ISSP Assets

Table 4a ISSP Assets inventory²³

Asset Description/ category	Adjustable Value ²⁴	ISSP contribution ²⁵

Table 4b ISSP Assets - purchases during 2021²⁶

Asset Description/ category	Purchase Value	ISSP contribution

Table 4c ISSP Assets - disposals during 2021

Asset Description/ category	Adjustable value	Disposals/ Sale Price ²⁷	ISSP component ²⁸	Disposals Age ²⁹

5. Endorsement of the Financial Acquittal³⁰

2021 Financial Acquittal supported and initialled by:

Name:

Title:

Phone:

Email:



Signed:

M. J. McKeown

Date:

12 April 2022

INDIGENOUS STUDENT SUCCESS PROGRAM 2021 CERTIFICATION

Complete this certification after reading the completed 2021 Performance Report and 2021 Financial Acquittal for the Indigenous Student Success Program.

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Program as set out in the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2021 Indigenous Student Success Program Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2021 Indigenous Student Success Program financial acquittal represents a complete, true and correct summary of transactions that took place during 2021 under the Indigenous Student Success Program; and
- (iv) Indigenous Student Success Program funds, and any interest earned or royalties/income derived from these funds, was expended on activities consistent with the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*.

I understand that:

- (i) the Minister or the Minister's delegate may seek further information to support this certification; and
- (ii) the information contain in this report may be shared with Universities Australia; and
- (iii) in the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax System (Goods and Services Tax) Act 1999*; and
- (iv) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Certification recommended by the university's Indigenous Governance Mechanism:

Name:

Colin Ahoy

Title:

Elder In Residence

Signed:

Col Ahoy

Date:

26/4/2022

Certification made by Vice-Chancellor or equivalent delegate³¹

Name:

Professor Brigid Heywood

Title:

Vice-Chancellor & CEO
University of New England

Signed:

Brigid Heywood

Date:

26/04/2022