

# Indigenous Student Success Program

## 2019 Performance Report

<b>Organisation</b>	James Cook University		
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The Federal Government provides funding through its Indigenous Student Success Program to universities each year:

- to assist Indigenous students to undertake higher education;
- to increase the number of Indigenous students enrolling in, progressing in and completing courses leading to a higher education award; and
- to increase the number of Indigenous students participating in a higher education environment.

James Cook University's Indigenous Education and Research Centre is pleased to report on the progress against these key funded areas. Together with the university-wide plan, the 2019 plans were to:

- create an inspiring and supportive environment on campus that celebrates the heritage, diversity and achievements of Indigenous people;
- assist Indigenous students to confidently participate in the academic and cultural life of the University;
- deliver a smarter learning support agenda that progresses Indigenous students through to completion of degree programs;
- adopt a progressive curriculum agenda that prepares all students to navigate the complexities of contemporary Indigenous situations in the tropics;
- design educational experiences that deliver an outstanding experience for all students, with exposure to research, and an engaging campus life; and
- engage in high quality research, intellectual scholarship, and research training in ways that enhance the traditional knowledge of Indigenous people and sustainable living practices for the tropics.

Our key objective for the year was to provide high quality, tailored learning support services to enhance Indigenous students' capacity to complete their studies successfully and on time. The Centre worked closely with the Colleges in each of the Divisions to:

- Reinvigorate pathway programs for Indigenous students from Year 10 to Year 12, and develop Special Entry pathways with the Colleges for mature-age enrolments.
- Build upon existing outreach programs to engage Indigenous school students in STEM agendas appropriate to disciplines and degrees offered at the University.
- Improve the pastoral and learning support services for students to better address the capacity issues of Indigenous students and enable them to become independent learners.
- Implement Individual Learning Support Plans and specialised learning support services to achieve higher course completion rates.
- Improve the number of scholarships for full-time students.
- Improve capacity of student support staff in regular workshops to deliver the learning support services.
- Adopt early intervention strategies across campus to encourage academic persistence.
- Improve data analytics to monitor and track students from their early outreach activities to completion of degrees.
- Ensure tutoring services for students were available from the beginning of each semester.
- Host and attend conferences on innovative learning support services and strategies for Indigenous students.
- Publish leading scholarship papers in academic learning support areas in national and international journals and anthologies.

Together, we aspired to:

- Achieve progression rates of Indigenous students at levels equal to the sector average for all students.

- Achieve completion rates of Indigenous students at levels higher than the sector average for Indigenous students.
- Achieve participation rates of Indigenous students in STEM disciplines at levels higher than the sector average for Indigenous students.
- Provide financial support to at least 75% of Indigenous students enrolled at the University.

## 1. Enrolment (Access)

James Cook University has two flagship programs for Indigenous school students. The first is the JCU Indigenous Winter School program, and is run in collaboration with the academic colleges of the university. This is a one-week residential course for Year 10, 11 and 12 students to provide them first-hand experiences in higher education studies. Ten discipline areas were offered, and with a limit of ten students in each, students partake in a structured course of studies, taking part in academic lectures and tutorials, presentations, study sessions and team building activities as well as undertaking assignment tasks and receiving feedback from academic staff. The curriculum is designed for students to experience and better understand their potential and capacities for university studies. In 2019, the ten disciplines offered were education, nursing, science and technology, medicine, social work, Indigenous studies, law and business, etc. Over one hundred applications were received from Indigenous students for the program, the majority coming from North Queensland and the remaining came from Victoria, Northern Territory and the ACT. The Centre provided the academic and pastoral support for the students during the week and ensured the students were provided a safe family environment.

The second flagship program is the JCU Indigenous Summer Program. This is a two-week program for 25 Indigenous students who have completed Year 12 QCE or HSC requirements, and is run in collaboration with the academic colleges of the university. Its curriculum is designed to prepare students for university studies in the following year. The program also served as an alternative selection process for students who may not achieve the required OP, ATAR or HSC score for their preferred course of study. The program included a structured course of lectures, submitting assignments, and receiving feedback from lecturers. Study techniques and student finance sessions are also part of the program as well as familiarising students with on campus living and the facilities. Both programs provide a structured engagement for students to work through disciplinary areas of interests, to gain awareness of and build their capacities for higher education studies, and to arrive at decisions about areas of studies and pathways that may best suit their professional aspirations.

James Cook University also engages Indigenous students through the traditional marketing and recruitment activities. These include JCU open days, University Experience Days, Careers Expos and school visits. Orientation days are held on both the Townsville and Cairns campuses where Indigenous students are provided with information regarding, enrolment and support services including the availability of tutoring. IERC employs Indigenous Student Ambassadors at all recruitments events as well as during our flagship programs providing prospective students with connection to current students who can provide an insight into the rewards of Tertiary study.

At the point of application the IERC student support staff contacted all Indigenous applicants to provide assistance with the application process, pre-requisite information, Abstudy, accommodation options and scholarships including advising them of the IERC scholarships of \$1000 to all commencing full time students.

Students studying externally received a welcome pack that included information on the services provided by both IERC and JCU more broadly.

To encourage full time enrolment and reward academic achievement a scholarship of \$1300 is provided to continuing full time students with a previous semester GPA of 4 or above. Academic achievement is further encouraged through the annual Indigenous Academic Achievement Awards. The event is a significant event in the annual calendar attended by IERC staff, JCU Executive and College staff, students, Traditional Owners and community members. The awards recognise one male and one female student with the top academic results in thirteen different disciplines with an Achievement Certificate and \$1000. In addition to the academic awards two students are presented with the Spirit Award for demonstrating perseverance, persistence and commitment to their studies.

JCU provides resources to staff to ensure the university offers a culturally safe and enriching environment through the cultural protocols <https://www.jcu.edu.au/staff/cultural-protocols-guide>. This portal links to informative and practical information to support engagement with Australian Aboriginal people and/or Torres Strait Islander peoples in a way that is culturally respectful.

In 2019 Indigenous students comprised 5.78% of JCU enrolments, of these 96% listed a regional or remote location as their primary address. The percentage of Indigenous students studying at JCU has shown small increases over the past 3 years

Domestic Enrolments by Domestic Indigenous	2017	2018	2019
#	832	821	826
%	5.54%	5.57%	5.78%

In 2019 JCU achieved a total enrolment of 826 and an EFTSL count of 493.69 for Australian Aboriginal and Torres Strait Islander students.

Year	AA & TSI Status	Enrolments	EFTSL
2019	Indigenous	826	493.698
2018	Indigenous	821	501.004

**Table 1 Scholarships - breakdown of 2019 payments<sup>1 2 3</sup>**

	Education Costs		Accommodation		Reward		Total <sup>4 5</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling <sup>6</sup>					52900	52	52900	52
Undergraduate <sup>7</sup>	22100	17	13000	5	299500	256	334600	278
Post-graduate <sup>8</sup>								
Other-Preserved	26588	19.5	38192	7			64780	26.5
<b>Total excluding Preserved</b>	22100	17	13000	5	352400	308	387500	330
<b>Total including Preserved</b>	48688	36.5	51192	12	352400	308	452280	356.5

## 2. Progression (access and outcomes)

IERC has a comprehensive approach to improving retention and progression rates of Australian Aboriginal and Torres Strait Islander students.

IERC employs 15 fulltime student support staff, they are supported by 4 administrative staff, a Recruitment & Marketing Officer. The Student Support team work closely with the Academic and Research staff of IERC.

The Centre also employs casual tutors to deliver one on one tutoring to students and currently have 133 tutors registered. The Student Support staff case manage each student individually using a specially designed case management database. The case management program includes contacting each student a minimum of every 3 weeks, developing individual learning plans, monitoring academic results and progression and delivering workshops to improve academic capability and persistence.

Academic Support Advisors develop and implement effective learning support strategies for Indigenous students to ensure they progress and complete their degree programs. The Academic Advisors work within a coordinated academic learning support team that utilise data analytics to track and monitor student's academic progress. Individual learning support plans are developed for each student and the effectiveness of early intervention strategies are evaluated and refined following each major study period.

Student Support Advisors provide pastoral care and support for students transitioning to university, the majority of whom are first in family to attend a university. For students at all year levels the Indigenous Student Support Advisors assist students to resolve and overcome personal challenges and to persist with their course of studies. They are the key point of contact for all Indigenous students for the duration of their courses, and provide ongoing mentoring, advice, advocacy, and referrals to other support services where required, including but not limited to advice on;

- Preparing for exams
- Living away from home
- Dealing with stress and anxiety
- Accessing scholarships
- Accessing Abstudy
- Prioritising study load
- Maintaining health and wellbeing
- Keeping focused on their passion and direction

IERC provides a welcoming and culturally safe environment for students. The Centres on both campuses are well equipped with Staff available to assist students throughout the day. The shared kitchen facilities are designed to create a family atmosphere with staff and students catching up over coffee or a snack. The facilities are available to Indigenous students 24 hour a day through swipe access on both the Townsville and Cairns campuses. The facilities include study areas, computers, printers, textbooks and kitchen facilities. Healthy snacks such as Fruit & Nuts, Tea, Coffee and milk are available 24 hours a day.

To encourage the family atmosphere of the centres IERC holds several events throughout the semesters to provide opportunity for students to connect with Centre staff and the support services. Events allow commencing students to connect with other students and develop friendships and support networks, the Indigenous Student Ambassadors employed by IERC play an important role in fostering these support networks across year levels and study areas.

IERC Student Support Staff strongly encourage the uptake of tutoring for all Indigenous students, whether a high achieving or struggling student staff explain the benefits of tutoring to all students. The introduction of a case management system that also manages the tutor interactions has allowed for much closer evaluation of the impact of individual tutoring on student success.

**Table 2a Tutorial assistance provided in 2019**

Level of study	Number of students assisted	Total hours of assistance <sup>9</sup>	Expenditure <sup>10</sup> (\$)
Enabling	74	1280	
Undergraduate	348	5647	
Post graduate			
Other			
<b>Total</b>	<b>422</b>	<b>6927</b>	<b>\$381,185</b>

**Table 2b Indigenous Support Activities provided in 2019<sup>11</sup>**

Activity <sup>12 13</sup>	Number of student participants	Expenditure (\$)
Student Support from IERC Student Support Staff	826	\$1897,141
Programs funded through the Student Services Amenities fund included; Awards Night, Student Lunches, Stationary Supplies for students, Healthy Snacks provided in the Indigenous Centres, Support for attendance at Indigenous student games,	All students benefitted in some way	\$104,800

### 3. Completions (outcomes)

IERC has a comprehensive approach to improving completion rates of Australian Aboriginal and Torres Strait Islander students which has proven successful in raising completion rates over the last 4 years. The case management program provides the support and encouragement required for students to remain focussed on their studies the academic support provided by the IERC staff and individual tutors enables students to progress through their courses to graduation and professional careers. IERC staff are committing to making a difference in the lives of Indigenous Students and we are proud to report that in 2019 141 Indigenous students completed their courses.

Completed by Level in Last 4 Years	2016	2017	2018	2019
Enabling	2	7	3	11
Non Award	1			1
Postgraduate Coursework	13	11	15	23
Undergraduate	58	57	87	106
<b>Total</b>	<b>74</b>	<b>75</b>	<b>105</b>	<b>141</b>

This is a 33% increase on the previous year with improved completion rates across all the demographic breakdowns of Age, Gender and Socio-economic status

Completed by Demographic in Last 4 Years		2016	2017	2018	2019
<b>Gender</b>	Unspecified				1
	Male	18	26	35	53
	Female	56	49	70	87
<b>Age Bracket</b>	0 TO 19	1	4	12	35
	20 TO 24	36	26	33	34
	25 TO 29	13	18	23	24
	30 TO 34	7	8	14	18
	35 TO 39	4	5	6	10
	>40	13	14	17	20
<b>SES</b>	Low	24	23	26	31
	Medium	44	46	75	104
	High	6	5	4	4
	Unknown		1		2

IERC and JCU have a number of initiatives designed to assist graduates IERC endeavours to keep contact with the all Indigenous Alumni by inviting them IERC events, featuring past students in our monthly newsletter and encouraging the Alumni to become tutors to current Students.

IERC Student Support Advisors provide assistance with job applications, addressing selection criteria and interview tips to current students and alumni. Staff at JCU Career and Counselling are also available to provide assistance to students with job applications for up to one year after graduation. Students can also utilise the University Specialist Employment Partnership (USEP). USEP is a free, on-campus employment service that supports graduating or graduated students with a disability who are seeking a final year placement or graduate employment.

JCU monitors graduates through its participation in the Graduate Outcomes Survey. This survey has consistently showed higher than sector average results in the areas of Student Support and a five star rating on graduate employment for the past nine years.

IERC encourage Alumni to recognise that their professional development will continue after graduation, IERC staff provide advice on post-graduate study and encourage Alumni to take advantage of their entitlement to continue to use the resources of the library to support their career progression and life-long learning. JCU Alumni are entitled to a range of benefits and discounts encompassing travel, accommodation, car rental, entertainment, printing, photocopying, stationery, computers, finance, fitness and library services.

**The activities of IERC are funded by:**

IERC Scholarships and Academic Achievement Awards - ISSP.

Casual tutors and the full time student support roles in IERC- ISSP.

The hosting of the Indigenous Student Awards Night - Student Services Amenities Fee of JCU.

The Winter and Summer School programs - JCU and the Higher Education Participation and Partnerships Program (HEPPP)

Administrative staff who provide support with the centre events and support administrative activities of the Teaching and Student support staff - JCU.

The services to Alumni are funded predominately through JCU however the support provided by the IERC Student Support staff is an ISSP initiative.

## 4. Regional and remote students

As a regional University we work closely with stakeholders in our region to encourage and support students to attend university.

We work with the CECs of the schools in our region, Traditional Owners, community leaders and community organisations such as STARS Foundation, Cowboys House, QATSIF.

Our Pre –programs for high school students are designed to improve capacity for tertiary study and build aspiration. We employ current Indigenous students as Student Ambassadors to promote the services of IERC and provide positive role models to potential students.

We attend Career expos at local schools in our region including Cairns, Townsville and Thursday Island. We distribute a Centre Newsletter highlighting the achievements of current students and providing information on the services IERC offers, tertiary access programs and application processes.

We provide support to all JCU Indigenous students the vast majority of whom are from regional and remote areas. 99% of currently enrolled students nominate a regional or remote address as their home address.

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

	Education Costs		Accommodation		Reward		Total <sup>16</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2018 Payments	190,100	156		3	146,900	113	352,600	272
B. 2019 Offers <sup>17</sup>								
C. Percentage <sup>18</sup> (C=B/A*100)								
<b>2019 Payments</b>	48688	36.5	51192	12	352400	308	452280	356.5

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

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

## 6. Eligibility requirements

### 6.1. Indigenous Education Strategy

JCU website provides a number of documents outlining strategies for improving access, participation, retention and success of Australian Aboriginal and Torres Strait Islander students, these are;

- JCU Annual report <https://www.jcu.edu.au/about-jcu/annual-report>
- JCU's University Plan <https://www.jcu.edu.au/about-jcu/university-plan>
- JCU's Statement of Strategic Intent <https://www.jcu.edu.au/about-jcu/strategic-intent>
- JCU Reconciliation Plan <https://www.jcu.edu.au/about-jcu/reconciliation>
- Indigenous Education and Research Centre's web page <https://www.jcu.edu.au/ierc>
- JCU cultural protocols <https://www.jcu.edu.au/staff/cultural-protocols-guide>

To meet the goals of the University, and to become a destination of choice for future students and staff, the Indigenous Education & Research Centre undertook some new projects in 2019 while continuing with long term strategies. These strategies align with the ISSP requirements under section 13 of the guidelines.

IERC have exceeded the key performance indicator set in the 2017-2019 Operational Plan to maintain a cohort of 800 Indigenous enrolments each year, or 5% of domestic student population at the University, with 826 (5.78%) enrolments in 2019

To help prepare non-Indigenous graduates of the University for Professional Work with Indigenous communities in the tropics IERC refreshed the curriculum on Indigenous studies, in 2019 IERC introduced a major and minor stream for UG Indigenous Studies and Master of Philosophy (Indigenous)

IERC continues to recognise the importance of adequate student support staff and have maintained 15 full time Student Support staff across both the Townsville and Cairns campuses. The staff monitor academic performance facilitate individual tutoring and provide ongoing mentoring, advice, advocacy.

The research staff of IERC engage in high quality research, intellectual scholarship, and research training in ways that enhance the traditional knowledge of Indigenous people and sustainable living practices for the tropics. The research staff based in the Indigenous Centre are providing positive role models that inspire students to continue into post-graduate study.

In 2019 IERC implemented the use of a purpose-built Case Management platform that allows for the monitoring and tracking of students from our early outreach activities to the completion of degrees and beyond. The system has allowed us to re-design our pastoral and learning support services. We have imbedded the adoption of Individual Learning Support Plans and have been better able to identify the areas having the most impact on student success.

With a view to the future we have built on the existing outreach programs of Winter School and Summer Pre-program, collaborating with the Academic Colleges to provide on campus engagement opportunities for students in years 10-12



## 6.2. Indigenous Workforce Strategy

James Cook University has an Australian Aboriginal and Torres Strait Islander Workforce Strategy which can be found at <https://www.jcu.edu.au/human-resources/documents/aboriginal-and-torres-strait-islander-workforce-strategy>

JCU has a target of 3% of all employees being of Aboriginal or Torres Strait Islander background.

JCU currently has one Indigenous person employed at Pro-Vice Chancellor level.

JCU's Australian Aboriginal and Torres Strait Islander Workforce Strategy is not the responsibility of IERC alone but an organisation wide commitment to increasing employment opportunities for Australian Aboriginal and Torres Strait Islanders. The strategy has been developed in the context of James Cook University continually seeking to enhance its relationship with the Australian Aboriginal and Torres Strait Islander community. Both the JCU Statement of Strategic Intent and University Plan express the University's commitment to achieving genuine reconciliation with Australian Aboriginal and Torres Strait Islander peoples and, more specifically, calls for an increase in the employment, retention and development of Australian Aboriginal and Torres Strait Islander staff. The Statement of Strategic Intent and the University Plan both affirm the organisation's commitment to creating a work environment that is culturally safe and that genuinely values diversity. This strategy is administered by the Staff Equity & Diversity unit of JCU.

During Enterprise Agreement discussions in 2017 a target of 3% of FTE Indigenous staff was set.

[https://www.jcu.edu.au/data/assets/pdf\\_file/0019/123472/James-Cook-University-Enterprise-Agreement-2016-and-Undertakings.pdf](https://www.jcu.edu.au/data/assets/pdf_file/0019/123472/James-Cook-University-Enterprise-Agreement-2016-and-Undertakings.pdf)

The Enterprise Agreement acknowledges that where being an Australian Aboriginal and/or Torres Strait Islander is a genuine requirement of a position, the position will be filled by a suitably qualified Australian Aboriginal and/or Torres Strait Islander person who meets the selection criteria for the position. Where an Australian Aboriginal and/or Torres Strait Islander is not immediately available to fill a designated position, the position may be filled on a fixed-term basis for a maximum of 5 years, until an Australian Aboriginal and/or Torres Strait Islander person can be recruited.

Within the Indigenous Education and Research Centre, to ensure the long-term effectiveness of the Centre all Student Support positions are classified as requiring an Australian Aboriginal and/or Torres Strait Islander as a genuine requirement of a position. Appointment of non-Indigenous Australian are made only where Australian Aboriginal and/or Torres Strait Islander candidates are not available. Selection committees for positions within the IERC include at least 50% Indigenous Australian representation where suitably qualified panel members are available.

JCU considers its Indigenous staff to be its primary connections to the Indigenous community and is fortunate to have Traditional Owners on staff. This connection to community is an important aspect in increasing the Indigenous workforce of JCU, the university engages with the local community through:

- Inviting members from the Aboriginal and Torres Strait Islander community to join IERC staff and students at events of cultural significance;
- Inviting community elders to deliver Welcome to Country at IERC events;
- Inviting Aboriginal and Torres Strait Islander peoples from community to be guest speakers, to educate in their area of expertise, in order to improve students' level of cultural understanding; and
- Recognising and participating in events organised by the local Aboriginal and Torres Strait Islander communities.

**Table 6.2 Indigenous workforce data (2019 breakdown)<sup>20 21 22 23</sup>**

		Perm/>1y r		Casual/<1y r		Grand Total
FACULTY	Level/Positio n	Academic	P&T	Academic	P&T	
Cairns Institute	HEWL02				1	1
Chief of Staff	HEWL02				2	2
College of Arts, Society & Education	AC-A			9		9
	AC-B	2				2
	HEWL02				1	1
	HEWL06		1			1
	Other			1		1
College of Business, Law & Governance	AC-B	1				1
	HEWL06		1			1
College of Healthcare Sciences	AC-A			1		1
	AC-C	1		1		2
	HEWL04				1	1
College of Medicine & Dentistry	AC-A			2		2
	AC-B	2		1		3
	AC-C	1				1
	AC-D	1				1
	HEWL02				5	5
	HEWL03				1	1
	HEWL04		1		1	2
	HEWL06		1		1	2
Other				1	1	
College of Public Health, Medical & Vet Sciences	HEWL05		1		1	2
College of Science & Engineering	HEWL04				1	1
	HEWL05				1	1
Division of Tropical Environments & Societies	HEWL02				1	1
Division of Tropical Health & Medicine	AC-A	3				3
	AC-B	2		1		3
	AC-D	2				2

	HEWL01				1	1
	HEWL03		2		2	4
	HEWL04				1	1
Estate	HEWL02				1	1
Human Resources	HEWL04				1	1
Indigenous Education & Research Centre	AC-A			15		15
	AC-C	1				1
	AC-D	1				1
	HEWL01				8	8
	HEWL02				1	1
	HEWL03				1	1
	HEWL04		1			1
	HEWL05		1		1	2
	HEWL06		5		1	6
	HEWL07		1			1
	HEWL08		7			7
	Senior	1				1
Library & Information Services	HEWL03				1	1
	HEWL05		1		1	2
	HEWL06		1			1
Marketing	HEWL01				2	2
	HEWL02				1	1
Research Infrastructure	HEWL06		1			1
Student Services	HEWL02				1	1
	HEWL05		2			2
	HEWL06		1			1
Technology Solutions	HEWL04		1			1
	HEWL06		1			1
<b>Grand Total</b>		<b>18</b>	<b>30</b>	<b>32</b>	<b>41</b>	<b>121</b>

### 6.3. Indigenous Governance Mechanism

The IERC Management Committee consists of 4 senior staff, 3 of who identify as Australian Aboriginal or Torres Strait Islander.

Pro-Vice Chancellor (Indigenous Education & Strategy) – Prof Martin Nakata

Head of the Centre’s Teaching Program – A/Prof Felecia Watkin-Lui

Head Indigenous Student Support – Mrs Virginia McHugh

The Indigenous Education and Research Centre Manager – Mrs Manola Chong

**During 2019 Pro-Vice Chancellor (Indigenous Education & Strategy)** was a member of a number of committees tasked with decision making at JCU and/or providing advice to the Vice Chancellor:

- Vice Chancellor’s Advisory Committee 1/05/2020
- Divisional Finance Committee

- JCU Academic Board
- JCU's Senior Management Group
- JCU Student Advisory Forum
- JCU Master Planning Committee
- Indigenous Reference Group, future campus master plan.
- Indigenous Education & Research Centre Management Committee

The **Head of the Centre's Teaching Program** is responsible for the teaching and learning program, the Head of the Centre's Teaching Program was a member of the following governance committees:

- Indigenous Education & Research Centre Management Committee
- Indigenous Education & Research Centre Research Committee
- Indigenous Education & Research Centre Education Committee
- JCU Academic Board
- JCU Education Committee
- JCU Research Committee 1/05/2020-1/05/2021
- Division of Tropical Environments and Societies Board of Studies

The **Head Indigenous Student Support** is responsible for student support services and community engagement, and was a member of the following governance committees:

- Indigenous Education & Research Centre Management Committee
- JCU Student Advisory Forum
- JCU's Community Indigenous Scholarships committee
- College of Medicine & Dentistry Aboriginal and Torres Strait Islander Peoples Strategic Committee
- Indigenous Medical Student Interviews
- SSAF Income Allocation Working Group
- Townsville Hospital & Health Service Scholarship Panel
- JCU Access Fund Committee
- Divisional Finance Committee

- **The Indigenous Education and Research Centre Manager** is responsible for the operational performance of the Centre coordinating initiatives and activities across the Centre and is a member of the below committees:
  - Indigenous Education & Research Centre Management Committee
  - JCU 50 year Celebrations Working Group
  - Divisional Finance Committee

The IERC is managed through the Management Committee, this committee meets the requirements of section 11 of the ISSP guidelines as the committee has a majority Indigenous membership with both the senior academic and senior executive roles filled by Indigenous people. All members of the committee are appropriately qualified with the skills and experience necessary to fulfil their responsibilities. The committee has responsibility for making recommendation, reviewing and monitoring the use of the ISSP funds. The Committee structure is formalised through a charter that outlines the criteria for membership

### 6.3.1. Statement by the Indigenous Governance Mechanism

The Indigenous Governance Mechanism of the Indigenous Education and Research Centre is the IERC Management committee consisting of;

Professor Martin Nakata, Pro-Vice Chancellor Indigenous Education & Strategy

A/Prof Felecia Watkin-Lui, Head Curriculum Development & Teaching Programs

Mrs Manola Chong, Manager Centre Operations

Mrs Virginia McHugh, Head Indigenous Student Support

Vacant: Head Indigenous Research

The Management committee confirms that the information provided in this report is accurate



Prof N M Nakata

Pro-Vice Chancellor Indigenous Education  
& Strategy

## Additional information for completing the template

- 
- <sup>1</sup> Only payments made during 2019 can be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.
- <sup>2</sup> Record the number of students (head count) not EFTSL.
- <sup>3</sup> Include both preserved and new ISSP scholarships.
- <sup>4</sup> This figures in this column should be the sum of the relevant row.
- <sup>5</sup> The total may not be the sum of the previous columns as some students may receive several scholarships.
- <sup>6</sup> Include payments to all enabling students, including remote and regional students.
- <sup>7</sup> Include payments to all undergraduate students, including remote and regional students.
- <sup>8</sup> Include payments to all postgraduate students, including remote and regional students.
- <sup>9</sup> Record only hours of instruction received by the students (do not include staff planning or organising time).
- <sup>10</sup> Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.
- <sup>11</sup> Add more rows if necessary.
- <sup>12</sup> Include a brief description of the activity.
- <sup>13</sup> Providers can either provide a breakdown of the major activities or a total for all the activities undertaken. Examples of activities may include mentoring, outreach activities, promotion of scholarships, events, elder-in-residence, career guidance etc.
- <sup>14</sup> Only record amounts which would/did require payment during the 2019 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year.
- <sup>15</sup> Note the data in this table is a subsection of the all student scholarship data provided in Table 1.
- <sup>16</sup> This figures in this column should be the sum of the relevant row.
- <sup>17</sup> Record all verbal and written scholarship offers for the 2019 calendar year, including those offers that were not accepted by the student. Record the 2019 component of new scholarship offers and the planned 2019 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).
- <sup>18</sup> This data confirms the provider's compliance with Section 21(3) of the Guidelines.
- <sup>19</sup> This section confirms that the provider complies with Section 35A of the Guidelines.
- <sup>20</sup> While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce.
- <sup>21</sup> Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.
- <sup>22</sup> The numbers recorded here should be a headcount of staff and not the full-time equivalent.
- <sup>23</sup> There is no longer a requirement to break up these by faculty. Please group together results by level.