INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Performance Report

Organisation	University of the Sunshine Coast
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USC's Strategic Plan 2016-2020 affirms a commitment to the advancement of Aboriginal and Torres Strait Islander peoples and respect for Australia's first nations peoples, their cultures and knowledge systems. The remit of USC Indigenous Services team is to enhance the access and participation of Aboriginal and Torres Strait Islander people at USC (increase student enrolments) and to promote and support the academic success of enrolled students (increase student success). Indigenous Services also provides a culturally safe space for students, staff and community members to explore identity and knowledge.

The University of the Sunshine Coast has campuses on the Sunshine Coast (Sippy Downs), the Fraser Coast (Hervey Bay), Caboolture, Southbank (Brisbane) and Gympie. The University will open a new campus Moreton Bay (Petrie) in 2020.

USC Aboriginal and Torres Strait Islander Student Data

Domestic Students	2016	% of Total [1]	2017	% of Total	2018	% of Total
Enrolments - All students	370	3.0%	415	3.1%	452	3.3%
Enrolments - Commencing students	199	3.6%	198	3.5%	237	4.0%
Enrolments - Commencing students - Regional	68		70		68	
Enrolments - Commencing students – Remote	1		2		3	
Enrolments - Commencing students - Remote/Regional [2]	**69**	**34.8%**	**72**	**36.3%**	**71**	**30.1%**
EFTSL - All students	240.1	2.9%	263.1	2.9%	289.8	3.1%
EFTSL - Commencing students	115.7	3.4%	111.4	3.2%	136.9	3.7%
Passing Grades [3]		72.1%		69.2%		71.1%
Completions - Award Program [4]	35	2.1%	40	2.2%	54	2.6%

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[1] Aboriginal and Torres Strait Islander Students as percentage of domestic students (all and commencing)
[2] Regional/Remote (ASGS) Aboriginal and Torres Strait Islander Students as percentage of all Aboriginal and Torres Strait Islander based on a student's permanent home residence
[3] Excludes Interim grades
[4] Based on domestic students who have completed an Award program

1. Enrolments (Access)

Strategies to improve access to university for Aboriginal and Torres Strait Islander students

USC strategies include: Schools Engagement Program, Community Programs & Cultural Events, and Study & Academic Pathways to USC degree programs. Details about each of these strategies are provided in the tables below.

Schools Engagement Program	Description of Program and Activities
Murri Futures Years 7-12	Experienced Aboriginal and Torres Strait Islander professionals from employment, tertiary institutions and other professional workplaces mentor students on success pathways. Targeted at increasing the awareness of educational and career options available to Aboriginal and Torres Strait Islander students.
USC Buranga Camp Years 9-10	An aspirations building initiative providing an opportunity for students to learn more about their strengths and sense of self through a challenging camp-based initiative. Includes activities that explore identity, relationships and decision making in a culturally safe and supportive environment.
USC Buranga Leadership Camp Years 11 - 12	An aspirations building initiative providing an opportunity for students to learn more about their strengths and sense of self through a challenging camp-based initiative, with a greater focus for the senior high school students on decision making and career exploration. Includes activities that explore identity, relationships and decision making in a culturally safe and supportive environment
Homework groups Years 7-12	USC Indigenous Services hosts a number of study centres at USC Fraser Coast and USC Gympie, where teachers from local high schools and USC staff support Aboriginal and Torres Strait Islander students to complete homework and assessment tasks. The participating schools include those government schools in the Fraser Coast region as well as Gympie State High School and James Nash State High School
Boys to Men Years 7-12	A program that engages young male Aboriginal and Torres Strait Islander High school students to enhance Cultural Identity and to strengthen their connection to Culture through a range of activities at school or "On Country". Sessions are facilitated by local Elders or strong male role models from the community. Boys to Men is being delivered in the Fraser Coast and Sunshine Coast Regions.

Program	Campus		Participants
Boys to Men			
Aldridge SHS	FC	Term 1 and 3 - 6 weeks per term	20 students
Xavier College	FC	Term 1 - 6 weeks	10 students
Hervey Bay SHS	FC	Term 3 and 4 - 6 weeks	20 students
Maryborough SHS	FC	Term 4 – 6 weeks	10 students
Homework Groups			
Hervey Bay	FC	Term 1, 2, 3, 4 – 8 weeks per term	15 – 20 per week
Maryborough	FC	Term 1, 2, 3, 4 – 8 weeks per term	10-12 per week
Gympie SHS	SC	Term 2, 3 and 4 – 8 weeks per term	5-9 per week
Collaborations			
Oz Tag/ Girls Academy Sport for Thought	FC	Term 3	15 students

QATSIF Graduation	All campuses	Year 12 QATSIF Scholarship recipients, their families and school staff attended the graduation ceremony at USC Sunshine Coast students	35 x Year 12 students 100 attendees in total
Visit USC			
Boys to Men	FC	All participants in the Boys to Men program in FC attended an immersive day at USC Sunshine Coast	17 students
Girls Academy	FC	All participants in the Urangan SHS/OZ Tag Sport for Thought program attended an immersive day at USC Sunshine Coast	11 students

USC Buranga Camps			
Buranga Leadership Camp	All campuses	Year 11 and 12 students attended a 3 day residential camp at APEX Camp Mudjimba.	17 students
Buranga Camp	All campuses	Year 9 and 10 students attend a 3 day residential camp at QCCC Mapleton from 9- 11 November.	18 students

Cultural Maths and Sacred Geometry			
Siena Catholic College	SC	Term 4 – 6 week program for Years 7, 8, 9, 10	10 students
Siena Catholic College	SC	Term 4 – 6 week program for Years 5 and 6 (Primary)	5 students
Maroochydore SS	SC	Term 4 – 6 week program for Years 5 and 6 (Primary)	5 students
Murri Futures			
	All campuses	Career information sessions delivered in school for students in Year 7 -12. Lead by USC, guest speakers include ADF, QUT, Queensland Health, Murris on the Move driving school, DATSIP	
Mt Creek SHS			21
Maroochydore SHS			18
James Nash SHS			1
Gympie SHS			25
Coolum SHS			16
Sunshine Beach SHS			15
Aldridge SHS			26
Chancellor SC			8
Caloundra SHS			24
Nambour SHS			1
Caboolture SHS			26
Pine Rivers SHS Careers Day			125
Dakabin SHS Careers Day			22
Morayfield SHS Careers Day			35

Throughout 2018, Indigenous Services have designed and implemented several initiatives aimed at building school students' sense of belonging and self-belief, while developing underlying career aspirations. Some of the highlights from this suite of programs includes:
- The delivery of two residential camps. The USC Buranga Leadership Camp for Year 11 and 12 students was held at APEX Camp at Mudjimba from 9-11 April. The Buranga Camp for Year 9 and 10 students held at QCCC Mapleton 9-11 November.
- Design and delivery of a Cultural Maths and Sacred Geometry pilot program for primary and high schools in the Sunshine Coast region. Siena Catholic College and Maroochydore SS were involved in the first of these programs

- Collaboration between Urangan SHS/Girls Academy, Oz Tag (Sport for Thought) and USC HPSA for a pilot in Term 3 for students engaged in the Girls Academy program
- USC hosted the first QATSIF Graduation for Year 12 scholarship recipients attending schools in the North Coast Region (Pine Rivers to Bundaberg)
- Engaging current USC Aboriginal and Torres Strait Islander students as ambassadors to assist with the delivery of programs. These students are now also working as USC Ambassadors with M&EE.

In addition to school engagement programs, cultural awareness is promoted on and off campus through activities which include acknowledgement of significant dates for Aboriginal and Torres Strait people and communities.

Community Programs & Cultural Events	Description of Program / Event
Close the Gap 2018	Events were held at Sunshine Coast, Fraser Coast, Gympie and Caboolture campuses. These events focused on Aboriginal and Torres Strait Islander health and education with a range of guest speakers and were supported by local Elders, Aboriginal and Torres Strait Islander businesses and organisations, and government agencies.
National Sorry Day 2018	National Sorry Day was commemorated at USC Sunshine Coast campus by establishing the Sorry Day Garden and the planting of native hibiscus, the National Sorry Day flower. Butchulla Elders from Fraser Coast joined local Elders, community members, USC students and staff to pay respect to survivors of the Stolen Generations and their families. In 2018 events were held at Caboolture and Sunshine Coast campuses.
NAIDOC Week 2018	USC hosted an Elders Tent at the Hervey Bay Family Fun Day and Sunshine Coast NAIDOC Cotton Tree events. Staff attended NAIDOC Week flag raising ceremonies at Caboolture, Nambour, Gympie and Maryborough as well having an Aspirations Tent at each of these community's NAIDOC events. USC staff attended each of these events to build community partnerships.
Community Engagement	Indigenous Services staff maintained contact with Indigenous representatives from organisations, industry and other sectors by regular attendance at Indigenous Networking Group meetings across all campus areas, Fraser Coast, Gympie, Sunshine Coast and Moreton Bay.

Study and Academic Pathways to USC

Program Name	Target audience	Outline of Program	Outcome
Indigenous Direct Entry and Access Scheme (IDEAS)	All Aboriginal and Torres Strait Islander prospective students	All applicants identifying as Aboriginal and Torres Strait Islander are invited to participate in IDEAS. Panel interview and assessment of applicants' skills, experience and aspirations, may lead to offer of admission into a degree program or guide applicants to consider TPP as a preparatory program.	In 2018, 55 IDEAS applications were received, 22 formal IDEAS interviews took place which resulted in 22 submissions and 11 of these progressed to USC enrolments
Tertiary Preparation Program	All Aboriginal and Torres Strait Islander prospective students	Prospective undergraduate students experience university life before committing to a degree program. Students undertaking TPP are provided with access to the same services and facilities offered to all Indigenous students, including additional tuition.	86 Aboriginal and Torres Strait Islander students were enrolled in TPP in 2018. 2017 - 88 2016 – 83 2015 – 37

Headstart entry	High school students in Years 11 and 12	Prospective visiting students experience university life before leaving high school. Academic credit is awarded towards USC degrees, and students gain entry into many USC degrees with successful completion of two courses.	Three Aboriginal and Torres Strait Islander HeadStart students were enrolled at the start of 2018. End 2018, 1 HeadStart student enrolled 2017 - 5

1a Scholarships (2018 breakdown)

The following scholarships table reports on scholarships funded by 2018 ISSP funding. Grandfathered scholarships made available under quarantined allocations are not included.

The difference in value between 2017 and 2018 was the restructure of the ISSP scholarship values between 2017 and 2018. In 2017 USC ran with the same value of the CSP funded scholarships, therefore the values were much higher. In 2017 we paid 23 students the old IAS equivalent scholarships worth a total value of $112,792. This was replaced in 2018 onward with the new structured Indigenous Equity Bursary where we supported 66 students with a total value of $66,000. We also had a significantly higher PG payment - $29,257 in 2017 vs $7,590 in 2018.

2017 we supported 51 students with Education Costs, 5 students with Accommodation Costs, 23 students with IAS/Reward Bursaries with a total value of $248,854.75

2018 we supported 49 students with Education Costs, 3 students with Accommodation Costs, 66 students with Equity/Reward Bursaries with a total value of $155,090.20

Student category	Education Costs		Accommodation Costs		Reward		Total/ Students Assisted (headcount)	
	$	No.	$	No.	$	No.	No.	$
From Regional/ Remote- undergraduate	$ 23,750.00	14	$ 7,500.00	3	$ 17,000.00	17	34	$ 48,250.00
From Regional/ Remote- postgraduate	$ -	0	$ -	0	$ -	0	0	$ -
From Regional/ Remote-enabling	$ 2,500.00	2	$ -	0	$ -	0	2	$ 2,500.00
Undergraduate (non-regional/remote students)	$ 45,000.00	28	$ -	0	$ 48,000.00	48	76	$ 93,000.00
Post-graduate (non-regional/remote students)	$ 6,590.20	2	$ -	0	$ 1,000.00	1	3	$ 7,590.20
Other - Enabling	$ 3,750.00	3	$ -	0	$ -	0	3	$ 3,750.00
TOTAL	**$ 81,590.20**	**49**	**$ 7,500.00**	**3**	**$ 66,000.00**	**66**	**118**	**$155,090.20**

Value of Scholarships <u>awarded</u> by the university to **remote or regional students** in the **2017** academic year (Section 21(3) in the Guidelines refers)	**$127,993.50**
Value of Scholarships <u>offered</u> by the university to **remote or regional students** in the **2018** academic year (Section 21(3) in the Guidelines refers)	**$ 122,177.00**

2. Progression (access and outcomes)

USC has deployed a range of strategies to improve the success and retention of Aboriginal and Torres Strait Islander students. These strategies and relevant impacts / related outcomes are summarised in the table below.

Strategies	Outline of strategies	Impact / Outcome
Indigenous Orientation Program	Includes academic skills workshops, campus tours and introduction to staff. This enables a culturally appropriate transition to university. For 2018, Welcome Day included a 'Walk on Campus' by a traditional custodian student and a yarning circle. Connection to Country tours showcasing significant sites in USC's Sunshine Coast region, and 'Walking Together' introducing USC service providers and external providers took place between Orientation and Week 2.	The access rate for Aboriginal and Torres Strait Islander students at USC was 3.4% in 2017 which was higher than the Queensland (2.9%) and Australian (2.2%) average.
Culturally safe student work spaces	In 2018, USC provided three culturally safe learning spaces for students to work and gather. The largest space is the Buranga Centre learning space (at USC Sunshine Coast). The Buranga Centre facilities include access to computer workstations, textbook library and private meeting rooms. The Buranga Centre also includes a common room where students can meet socially. At USC Fraser Coast the Buallum Jarl-Bah learning space and Olga Miller Garden provide students with access to Indigenous Services Staff, computer workstations, and laptop loans. Students can also use this space to meet socially. At USC Caboolture, the Buranga Centre learning space provides access to computer workstations, private meeting room, kitchen space. This space is co-located with staff offices. In 2018, 35 student laptop loans occurred across Fraser Coast, Sunshine Coast and Caboolture campuses.	The participation rate for Aboriginal and Torres Strait Islander students at USC was 3.4% in 2017 which was higher than the Queensland (2.6%), National (2.2%) average.
Regular student social events	Events such as morning teas with Elders provide students with the opportunity to engage with community members and Elders.	The success rate for USC Aboriginal and Torres Strait Islander students was 68.6% in 2017 which was slightly lower than the National level of 69.2%, though higher than the RUN level of 60.6%.
Indigenous Academic Mentoring Tuition Program (IAM)	The USC Program focuses on academic skills development and is funded through the ISSP. IAM tutoring is available on all USC campuses.	

Strategies	Outline of strategies	Impact / Outcome
Promoting wellness	Indigenous Services staff are Referrers with the North Coast Aboriginal Cooperation for Community Health (NCACCH). NCACCH provides health services for Aboriginal and Torres Strait Islander community members in the Sunshine Coast and Gympie regions.	20 new cards, 20 updated details, 20 referrals totalling 60 NCACCH points of contact

The 2018 USC Indigenous Support Unit staffing profile

Indigenous Services had the following staffing complement

Dean Indigenous Education and Engagement (from June 2018)	Student Engagement Coordinator	Student Advisors x2 Student Engagement Officers x2 IAM Administration Officer IAM Mentors x 17 per semester
	Strategic Partnerships Coordinator	Partnerships Officers x2 Outreach Administration Officer
	Executive Assistant	Administration Officer

Cultural Competency

A range of strategies are provided to improve the cultural competency of staff and to ensure USC Offers a culturally safe and enriching environment. Some, but not all, of these activities are coordinated / provided by the Indigenous Services team. Whole of University responsibilities to improve cultural competency and to offer a culturally safe environment are set out in the USC Innovate Reconciliation Action Plan.

See list of activities – Community Programs and Cultural Events at section 1. These activities are funded through ISSP.

2a. Tutorial and other assistance provided (2018 breakdown)

The Indigenous Academic Mentor (IAM) program is predominantly a tuition programme. USC has been running the program in this form since the new funding arrangements were established in 2017. The IAM is flexible, student centred and focused on successful transition to university and building academic performance in the student cohort.
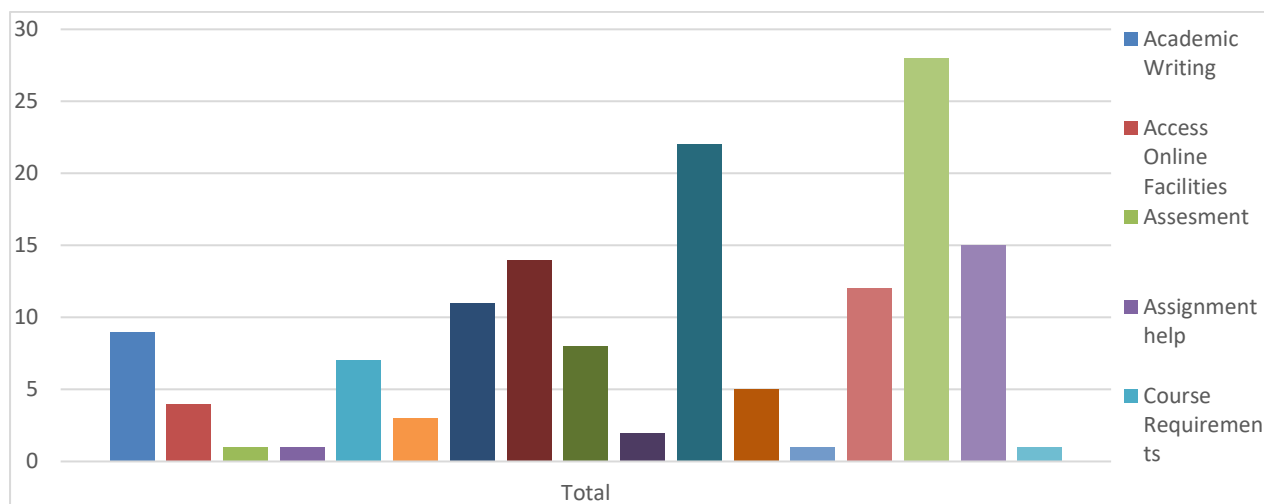
Indigenous Services employs approximately 17 mentors per semester to operate the program. The majority of mentors hold postgraduate qualifications and induction includes Indigenous cultural awareness training.
The IAM utilises the centralised Client Relationship Management (CRM) system used at USC to support the Student Experience. The CRM links to Student Hub and is used to record student engagement across services at the university.

There are three primary points of access for students to receive assistance:
- Paired mentoring involves the allocation of an academic mentor to as student to receive specialised assistance relevant to a student's programme and courses.
- A Drop-in service enables students to access more general academic assistance through a mentor who is rostered to work between business hours.
- An Outbound service is delivered check in on students and provide an additional pointe of access for assistance.

Types of assistance provided under the IAM program

Legend:
- Academic Writing
- Access Online Facilities
- Assesment
- Assignment help
- Course Requirements

Total

Tutorial and Other assistance	Level of study	Number of students assisted	Hours of assistance	$
Tutorial Assistance	Undergraduate	40 (S1) 95 (S2)	1,437 (S1)	$72,238 (S1)
	Post Graduate	1 (S1) 2 (S2)	1,492 (S2)	$76,622 (S2)
	Other	TPP 8 (S1) TPP 31 (S2)		
	Total	177		
Indigenous Support Unit or other Indigenous student support activities		**Paired** 110 (S1) 251 S2) **Drop-In** 98 (S1) 195 (S2) **Outbound** 388 (S1) 108 (S2)		
	Total		2,929	$148,860

3. Completions (outcomes)

Indigenous Services deploys a range of academic and personal support strategies to improve award course completion of Aboriginal and Torres Strait Islander Students. These are outlined in the table below.

	Description	Outcome
Academic and personal assistance	Aboriginal and Torres Strait Islander students have access to dedicated Student Adviser to assist with Confirmation of Aboriginality, enrolment enquiries and program advice. In addition, students are referred to USC specialist services for access to academic skills guidance, financial assistance, accommodation support and health and wellbeing counselling. Some of these services operate Indigenous Services premises to encourage Aboriginal and Torres Strait Islander students to participate.	175 cases of student contact ranging from Credit and Recognition of Prior Learning to advice on Confirmation of Aboriginality. In addition, there has been 100 referrals to Student Advisers.
Celebration of success	USC host a Graduation Celebration for Aboriginal and Torres Strait Islander students graduating from a degree program. Students and their families attend along with executive staff, academics and professional staff.	51 students were conferred awards in 2018. 2 sub-program, 41 Bachelor, 7 post-graduate, 1 HDR
Graduate connectedness	Indigenous Services' Facebook page was established in 2013 for students and Alumni to connect, share information and promote events. The Facebook page also acts a resource for employment advertisements and scholarship activities.	The Indigenous Services' Facebook has over 500 friends which consists of current students and Alumni. Goorie Catch-Up averages 131 out of 362 students or 36% open rate.
Inclusive learning experience	USC has one of the highest proportions of Aboriginal and Torres Strait Islander students of all the Australian Universities. Inclusive learning environments, culturally safe spaces and flexible multi-modal teaching and learning strategies are key to USC's student engagement.	In 2018, the Student Experience Survey data showed that 81% of commencing Aboriginal and Torres Strait Islander students were satisfied with the overall educational experience. While 62% later year students were satisfied.

4. Indigenous Education Strategy accessible by public

USC has a distributed approach to meeting the requirements of an Indigenous Education Strategy This is to ensure that there is a whole of institution responsibility for increasing the access, participation, success and retention of Aboriginal and Torres Strait Islander Students.

University Strategic Plan
During 2018, USC updated its Strategic Plan 2019 – 2022 setting out its commitment increasing enrolments and improving student success. Measures relating to this strategic imperative include: the number of new Aboriginal and Torres Strait Islander students (measure based on internal full year data); access rates for Aboriginal and Torres Strait Islander students (measures based on external full year data benchmarking USC's performance nationally). Targets include: annual increase

in number of new Aboriginal and Torres Strait Islander students Access rates at or above national average for Aboriginal and Torres Strait Islander students.

The Academic Plan
USC's Academic Plan includes the promotion and inclusion of Aboriginal and Torres Strait Islander knowledges across the university's curriculum. This work is supported by a framework and action plan. This work is overseen by the Deputy Vice-Chancellor (Academic).

USC has USC Innovate Reconciliation Action Plan 2017 – 2019 which aims to build meaningful and respectful relationships with Aboriginal and Torres Strait Islander people and is fundamental to USC's commitment to social justice set out in the Strategic Plan.
RAP Action 8 focuses on training and development for all staff to increase diversity capabilities around Aboriginal and Torres Strait Islander cultures, histories, perspectives and achievements. During 2018, USC piloted cultural awareness training using an external consultancy firm. The evaluation of the pilot is being used to inform delivery of training in 2019.
Key RAP deliverables include training resources and a calendar of opportunities for staff to participate in anti-racism training. As part of this, all RAP Review Committee members will undertake cultural learning activities as well as providing opportunities for other key stakeholders and all staff to participate in cultural training.

5. Indigenous Workforce Strategy accessible by public

USC's Indigenous Employment and Career Development Strategy

USC is redeveloping its Indigenous Employment and Career Development Strategy. This work will be undertaken in consultation with Aboriginal and Torres Strait Islander staff.

Under this framework, the total number of Aboriginal and Torres Strait Islander staff has increased from 32 (1.85%) in 2016 to 43 (2.15%) in 2017. In 2018, there were 42 Staff representing 1.94% of the total staff at USC.

During 2018 the university appointed its inaugural Dean, Indigenous Education and Engagement and established an Indigenous Staff forum.

In 2018 the University of the Sunshine coast had a full staff cohort of FTE: 1077.5 and Headcount: 1173. Both of these figures exclude casual/sessional staff.

5a Indigenous workforce data (2018 breakdown)

Faculty/Division	Permanent		Fixed-term & Casual		Total
	Academic	Non-academic	Academic	Non-academic	
Faculty of Arts, Business & Law	3	1	6	1	**11**
Faculty of Science, Health, Education & Engineering	2	1	3	1	**7**
Indigenous Services	0	4	0	12	**16**
Student Services & Engagement	0	3	0	0	**3**
Other	1	2	0	2	**5**

All	6	11	9	16	42

6. Indigenous involvement in decision-making

Professor Gary Thomas PhD PFHEA commenced as Dean Indigenous Education and Engagement in June 2018. As the senior Indigenous Australian appointment at the university, he holds responsibility for advising on, reviewing, making recommendations about, and monitoring the use of ISSP grants and occupies a position of authority within the governance structure of the university.

The Dean is a member of USC Senior Staff and has a dual reporting line to the PVC(Students) and PVC(Engagement), both PVCs report directly to the Vice-Chancellor and President.

The Dean is a member of Academic Board; Learning and Teaching Committee, Senior Staff Committee, the USC Higher Education Academy Fellowships Advisory Board, Engagement Committee for Moreton Bay Campus, is regular invitation to Research Committee.

The Dean is the responsible officer for legislative acts and requirements pertaining to Aboriginal and Torres Strait Islander peoples and cultures.

Effective arrangements for Aboriginal and Torres Strait Islander people to participate in institutional governance and decision making is a key strategy of the University and detailed actions are set out in the USC Reconciliation Action Plan.

In 2018 the following activities involved **Aboriginal and Torres Strait Islander people in the decisions of the university, curriculum development and/or evaluation/review.**

University of the Sunshine Coast Council (1 Aboriginal and Torres Strait Islander community Elder of 19 members)

- Council is the University's governing body determining and overseeing the vision and strategic direction of the University.

 Vice-Chancellor's Indigenous Advisory Committee (13 Aboriginal and Torres Strait Islander members of 20 members).

- The Chairperson of the Indigenous Advisory Committee is a member of University Council who is of Aboriginal and Torres Strait Islander descent.

- Membership includes Elders as well as representatives from community, government, professional and industry bodies, academic institutions, and Indigenous academic staff and students of USC.
- The Indigenous Advisory Committee makes recommendations to, and advises, the Vice-Chancellor and President on policy matters relevant Aboriginal and Torres Strait Islander people engaging with the University. The role of the Committee is to provide strategic advice and guidance on the achievement of outcomes for Indigenous students and staff, and research and curriculum matters.

2018 Indigenous Advisory Committee Meetings and Agenda	
Date	Agenda items
22 February	• Reports – Chairperson, Vice-Chancellor and President; Indigenous Services; Indigenous Student Leadership Committee • AIME • AURORA Indigenous Scholars Study Tour • Innovate Reconciliation Action Plan 2017-2019 Report • Universities Australia – Indigenous Strategy
8 August	• Reports – Chairperson, Vice-Chancellor and President; Dean, Indigenous Education and Engagement • Advancing Education in North Coast Region – QLD Department of Education • Innovate Reconciliation Action Plan 2017-2019 Report • Indigenous Workforce Data Report
6 December	• Reports – Chairperson, Vice-Chancellor and President; Dean Indigenous Education and Engagement; USC Aboriginal and Torres Strait Islander Student Leadership Committee • Submission – Joint Select Committee on Constitutional Recognition • Cultural Competency Training • Indigenous Art Proposal for Moreton Bay Campus • Widening Participation Initiatives

Student Representation (2 identified positions).

- The Aboriginal and Torres Strait Islander Student Leadership Group was formed during 2017.
- The two Co-Chairs of the Student Leadership Group are members of the whole of University Student Representative Council.
- The Committee is a student representative forum convened by the Office of the PVC(S) which informs the Vice-Chancellor about issues of relevance to student learning and the student experience. It also provides advice on the annual prioritisation of Student Services and Amenities Fee allocations.
- The two Co-Chairs are members of the VCPs Indigenous Advisory Committee
- Aboriginal Student Representative was the Undergraduate Student Representative to Academic Board and the Equity & Diversity Committee

Human Research Ethics Committee (2 Aboriginal and Torres Strait Islander members)

- The University of the Sunshine Coast Human Research Ethics Committee (USC HREC) is responsible for ensuring that research involving humans is conducted ethically and that the welfare and rights of human participants in research are protected.

Faculty of Science, Health, Education and Engineering: Aboriginal and Torres Strait Islander Education Advisory Committee (10 Aboriginal and Torres Strait Islander members including 3 Elders)

- An advisory committee to the USC School of Education established as part of the implementation of USC More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI) goals.

6a. Statement by the Indigenous Governance Mechanism

As Chair of the Vice-Chancellor's Indigenous Advisory Committee and on behalf of the members of this committee I am pleased to make the following statement.

USC continues to demonstrate its commitment to providing opportunities for Aboriginal and Torres Strait Islander people to engage with all parts of the university. As students, community partners, researchers and staff. 2018 saw USC confer awards on 51 Aboriginal and Torres Strait Islander people. The university established an Aboriginal and Torres Strait Islander staff forum as an additional consultative mechanism. We have appointed our first Dean of Indigenous Education and Engagement, Professor Gary Thomas.

The statements provided in this report are supported by the Indigenous Advisory mechanism.

Ms Debra Bennett
Chair Vice-Chancellor's Indigenous Advisory Committee

The University of the Sunshine Coast consistently strives towards excellence. The 2018 statistics demonstrate it's ever improving strengths in Aboriginal and Torres Strait Islander Education, especially for students, staff and community. I applaud Indigenous Services for their outstanding contribution. Moreover, I have been pleased to personally witness this continuing growth throughout my nineteen year involvement with USC.

Aunty Judi Wickes
Community Elder / Mentor