



Charles Sturt
University

INDIGENOUS EDUCATION STRATEGY

(revised May 2017)

Previous versions:

Indigenous Education Strategy 2012 -2016

Indigenous Education Strategy 2008-2011

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PREAMBLE

Education has arguably been one of the most successful areas of Indigenous development over the past 30 years with steadily increasing numbers of Indigenous students attaining higher education.

But the rate of improvement has now faltered. Educational systems are failing Indigenous people at all levels in terms of equitable participation and achievement.

There is evidence that basic skills such as being able to read, write and do simple arithmetic are in decline, particularly in rural and remote communities...Retention rates to Year 10...have declined at three times the rate of the general population...Indigenous retention rates to Year 12 are also much lower...

If these disturbing trends are not arrested it will make the task of achieving higher jobs growth for Indigenous Australians even more difficult

(Mr. Djerrkura, Report to the United Nation Human Rights Committee, 1999:22-23).

Education plays a major role in the socialisation of children and young adults and is one of the means by which the cultural norms and values of a society are transmitted from one generation to the next. Thus, education reinforces and naturalises societal concepts and expectations, while teaching a child to conform to the roles and status society deems acceptable for that individual or group. The Western education system also serves the function of equipping children and young adults with the knowledge and skills considered valuable and necessary for employment in a progressive and competitive capitalist society such as Australia. However, the types of skills and depth of knowledge taught have been largely determined by dominant societal attitudes and expectations in relation to class, race, age and gender.

The history of Aboriginal education since colonisation has been one of marginalisation and limited access, largely based on the ideologies of Social Darwinism and the twin European policies of 'civilising' and 'Christianising'. Western education was used, and at times is still used, to negate the cultures, languages and identity of Indigenous children. Access to education for Indigenous students prior to the 1960s was restricted by the institutional racism embedded in government policies such as the Aborigines Protection Acts, operational in all Australian States and Territories from 1909. Under these policies the education of Indigenous Australians was limited to the development of rudimentary skills and knowledge deemed by the dominant society as appropriate for positions of domestic and rural servitude.

Educational outcomes for Indigenous Australians showed improvement after the 1967 Referendum, with a significant increase in Indigenous tertiary enrolments from the 1980s to late 1990s following the dismantling of policies deemed contrary to the Racial Discrimination Act (1975). However, the past decade has witnessed a marked decline in improvement in educational outcomes for Indigenous Australians across all educational sectors, particularly in rural and remote Australia. Many Indigenous students are leaving school poorly prepared relative to their non-Indigenous counterparts. An increased number of Indigenous students are disengaging with school prior to reaching or completing Year 10. Relatively few Indigenous students are remaining at school to complete Year 11 and Year 12 or its vocational equivalent and even less obtain the educational outcomes necessary to gain entry into University programs.

Educational outcomes such as this perpetuate the intergenerational cycle of social and economic disadvantage experienced by many Indigenous Australians by limiting the post-school options and life choices of Indigenous students. Charles Sturt University (CSU) acknowledges that the institution has a significant role and responsibility in enhancing educational and socio-economic outcomes for Indigenous Australians, both within the region of Charles Sturt University and nationally. The University recognises that to improve

Indigenous educational outcomes:

“An integrated policy approach is needed to advance Indigenous higher education, for the issues are systematic...Equal attention must be given to, among other things, the recruitment and support of Indigenous students, the recruitment, support and promotion of Indigenous staff, and the building and strengthening of Indigenous Studies and Indigenous Research. Urgent action is needed in all these areas if a positive cycle of participation in higher education, which breeds further participation in higher education, is to be established”. (Improving Indigenous Outcomes and Enhancing Indigenous Culture and Knowledge in Australian Higher Education, Report of the Inaugural Indigenous Higher Education Conference, 2005)

1. Vision

Charles Sturt University (CSU) is a university of the land and people of its regions. True to the character of regional Australia we have gumption, we have soul and we collaborate with others.

We develop holistic, far-sighted people who help their communities grow and flourish.

Acknowledging the culture and insight of Indigenous Australians, CSU's ethos is described by this phrase from the Wiradjuri, the traditional custodians of the land of our original campuses:

'yindyamarra winhanganha'
(*'the wisdom of respectfully knowing how to live well in a world worth living in'*)

2. Mission

The Mission of the Charles Sturt University Indigenous Education Strategy is to align the University's Indigenous Education policies and activities with national Indigenous Education policies, recommendations and guidelines to provide the University with a framework and guidelines for the development of a systematic and coordinated whole-of-institution approach to the implementation of the University's Vision and Key Objectives for Indigenous Education. In particular, Charles Sturt University Indigenous Education Strategy aligns with the following policies and guidelines:

University Australia Indigenous Education Strategy 2017-2020

University Australia's Indigenous Education Strategy (2017) acknowledging that universities have responsibilities to Australia's Indigenous people and reflects the right of self-determination by working in partnership with Indigenous communities. The strategy contains a number of initiatives that seek to:

- *Increase the number of Aboriginal and Torres Strait Islander people participating in higher education as students, as graduates and as academic and research staff;*
- *Increase the engagement of non-Indigenous people with Indigenous knowledge, culture and educational approaches; and*
- *Improve the university environment for Aboriginal and Torres Strait Islander people.*

The KPI's, outlined in section 4.2 of the Charles Sturt University Indigenous Education Strategy 2017, were revised in May 2017 to align with the University Australia Indigenous Education Strategy.

Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People 2012 (Behrendt Report)

The Behrendt Report examines how improving higher education amongst Aboriginal and Torres Strait Islander people will contribute to nation building and help reduce Indigenous disadvantage. The Report considers:

- *Achieving parity for Aboriginal and Torres Strait Islander students, researchers and university staff;*
- *Best practice and opportunities for change inside universities and other higher education providers;*
- *The effectiveness of existing Commonwealth Government programs;*
- *The recognition and equivalence of Indigenous knowledge in higher education.*

National Aboriginal and Torres Strait Islander Education Policy (NATSIEP)

The NATSIEP forms the foundation of all Indigenous education programs in Australia. The policy has been endorsed by the Australian Government as well as all State and Territory governments. NATSIEP has 21 long term goals and 4 major goals designed to improve access and educational outcomes for Indigenous Australians. The four major goals inform the Charles Sturt Indigenous Education Strategy. They are:

1. *Involvement of Aboriginal and Torres Strait Islander people in educational decision-making;*
2. *Equality of access to education services;*
3. *Equity of education participation; and*
4. *Equitable and appropriate educational outcomes.*

Indigenous Higher Education Advisory Council

The Indigenous Higher Education Advisory Council of Australia Strategic Agenda (2006) identified seven priority areas which inform and guide the recommendations of the Charles Sturt University Indigenous Education Strategy. These seven priority areas are:

1. *Encourage universities to work with schools and TAFE colleges and other registered training organisations to build pathways and raise the levels of aspiration and confidence of Indigenous students;*
2. *Develop a concerted strategy to improve the level of Indigenous undergraduate enrolment;*
3. *Improve the level of Indigenous postgraduate enrolment, enhance Indigenous research and increase the number of Indigenous researchers;*
4. *Improve the rates of success, retention and completion for Indigenous students;*
5. *Enhance the prominence and status of Indigenous culture, knowledge and studies on campus;*
6. *Increase the number of Indigenous people working in Australian universities; and*
7. *Improve the participation of Indigenous people in university governance and management.*

Australian Universities Quality Agency (AUQA)

The Australian Universities Quality Agency (AUQA) conducted its Quality Audit of Charles Sturt University during 2004. AUQA made many commendations, affirmations and recommendations to Charles Sturt University. Of particular relevance to this Charles Sturt University Indigenous Education Strategy is *Recommendation 1*:

AUQA recommends that in responding to cross-portfolio issues the University has identified as fundamentally important to the institution, Charles Sturt University management assign responsibility for formulating and implementing a coordinated strategy to address each issue including guiding the various elements of the University in the roles they are expected to play in the solution.

Australian Universities Quality Agency (2006) – ‘Serving the Cause of Indigenous Issues: Thematic Analysis of the Institutional Audit Reports of AUQA’

In September 2006, AUQA published the “*Serving the Cause of Indigenous Issues: Thematic Analysis of the Institutional Audit Reports of AUQA*”. The Report provides a detailed analysis of the Indigenous Education policies and activities of Australia’s 38 Higher Education Institutions and identifies examples of best practice which are relevant to the Mission of Charles Sturt University Indigenous Education Strategy, including:

1. *Planning – making a commitment, monitoring and co-ordination;*
2. *Support – advisory committees, structure, and support service;*
3. *Centre of Knowledge;*
4. *Curriculum – Indigenous subjects, enhancing reconciliation and embedding Indigenous perspectives;*
5. *Outreach – targeting school students, flexible learning, interaction with community and Indigenous employment; and*
6. *Research – Indigenous research, models and training.*

Charles Sturt University Act 1989

The Charles Sturt University Education Strategy aligns with Sections 7(1) and 7(2)(a) of the Constitution and Functions of the *Charles Sturt University Act 1989*. Sections 7(1) and 7(2)(a) are:

7(1) The object of the University is the promotion, within the limits of the University's resources, of scholarship, research, free inquiry, the interaction of research and teaching, and academic excellence.

7(2)(a) The provision of facilities for education and research of university standard, having particular regard to the needs and aspirations of the residents of western and south western New South Wales.

Charles Sturt University Review 2004

The 2004 Charles Sturt University review of Indigenous education services made a number of *key recommendations* relevant to Charles Sturt University Indigenous Education Strategy including:

Establish a Centre for Indigenous Studies to focus on Indigenous education, teaching and research;

Expand Indigenous community consultation and input for specific activities and proposals identified by the University; and

Conduct an audit of Indigenous studies, perspectives, administrative procedures and issues to inform the implementation of the Charles Sturt University Indigenous Education Strategy.

Charles Sturt University Strategy and Plans (various)

The Charles Sturt University Indigenous Education Strategy reflects and enables CSU's Strategic Vision, Values, Mission and Objectives. These are available [here](#).

3. Values

Derived from our ethos, CSU's values are to be insightful, inclusive, impactful and inspiring.



- **Insightful:** We act respectfully and perceptively to seek to understand why people behave the way they do. Through an open-minded approach we reveal peoples underlying attitudes, beliefs and motivations.



- **Inclusive:** We aim to be easy, warm and welcoming. By involving others we are a stronger collective force and we work collaboratively to develop and deliver solutions that benefit everyone in our community.



- **Impactful:** We focus on outcomes and behave in a consistent and constructive manner to enhance our impact on those around us. We value the individual roles of those around us in supporting our students and communities and we take learnings from each of our experiences and have the gumption and tenacity to find a way past difficulties and obstructions.



- **Inspiring:** We drive and lead change and evolution by being creative in our thinking and rigorous in our approach, and we engage and motivate our students and communities to also proactively build innovation and capacity into their lives, careers and industries.

The key values which form the foundation of the Charles Sturt University Indigenous Education Strategy were drawn from early versions of the University's Strategic Vision, Values, Mission and Objectives. They remain relevant to the current University Strategy:

Building skills and knowledge in our regions. We offer choice and flexibility to students and work hand in hand with our industries and communities in teaching, research and engagement. Growing from our historical roots, we share our knowledge and expertise as a significant regional export industry and we bring strength and learning from this back to our regions.

We are a market-orientated University and express our intent through our goal to be the dominant provider of higher education for on-campus students in our regions and in Australian online higher education.

4. Key Objectives, Performance Indicators and Recommendations

The Key Objectives and Recommendations made within the Charles Sturt University Indigenous Education Strategy align Charles Sturt University's Vision, Mission and Strategic Plans with national Indigenous education policies, recommendations and guidelines. The Recommendations provide Charles Sturt University with a framework for the systematic development and implementation of a coordinated whole-of-institution approach to addressing the University's Key Objectives for Indigenous Education.

4.1 Key Objectives from 2008 (revised in May 2017 in bold)

Implementation of the Recommendations contained within this document fulfils the 9 Key Objectives of the Charles Sturt Indigenous Education Strategy to:

Key Objective 1

Promote and enhance national and regional reconciliation including the development of a Reconciliation Action Plan (RAP) by the beginning of 2018.

Key Objective 2

Make Indigenous people, culture and knowledge a valued and visible aspect of the life and culture of the University and its campuses.

Key Objective 3

Establish Charles Sturt University as the preferred higher education provider for Indigenous students and Indigenous Education, particularly from our regional footprints.

Key Objective 4

Improve the four key indicators of Indigenous educational outcomes: access, participation, retention and success.

Key Objective 5

Incorporate Indigenous Australian content into all of the University's undergraduate course offerings, and embed related descriptors into the University's Graduate Attributes.

Key Objective 6

Increase Charles Sturt University's research output relating to Indigenous specific issues by developing a cross-discipline and divisional scholarship of Indigenous learning, teaching and research, based upon Indigenous community involvement and University staff commitment to the advancement of the principles of social justice to achieve equality and self-determination for Indigenous Australians.

Key Objective 7

Enhance the profile of Charles Sturt University as the preferred employer of Indigenous people through strengthened programs and initiatives specifically designed to attract and support Indigenous staff.

Key Objective 8

Develop and advance the professional profiles and research skills of the University's Indigenous staff through extended opportunities for professional development and advancement.

Key Objective 9

Develop clear and accountable governance and management structures to develop, implement and monitor progress in achieving this Indigenous Education Strategy.

4.2 Key Performance Indicators from 2008 with 2017 revisions (in bold)

- KPI 1.** Charles Sturt University to increase the total number of Indigenous Australian students participating in higher education at Charles Sturt University to at least 3% by 2015 and **thereafter at a rate greater than 50% above growth rate of non-Indigenous student enrolments.**
- KPI 2.** All Charles Sturt University undergraduate programs incorporate Indigenous Australian content by **2020 in accordance with [the Indigenous Australian Content in CSU Courses Policy](#).**
- KPI 3.** Charles Sturt University **continues to build a** national and international reputation for its scholarship and success in embedding cultural competence within all its undergraduate professional programs.
- KPI 4.** **Under the Charles Sturt University Research Narrative (revised 2017) deliver sustainable research programs that will empower Indigenous people through high-quality education and ground breaking research. The Research Narrative will underpin strategies to enable Indigenous health and education research, Indigenous self-determination research and a focus on Indigenous knowledge and connection to Country. The research programs will be inclusive of Indigenous researcher staff and Higher Degree by Research students, and non-Indigenous researchers with expertise that can strengthen these focus areas.**
- KPI 5.** Consistent with the Charles Sturt University Indigenous Employment Strategy the University increase the number of Indigenous staff employed in continuing and training positions at Charles Sturt University to at least 3% by **2017 and specifically beyond 2% for Indigenous Academic Staff.**

4.3 Performance against Recommendations from previous IES

The following Recommendations from previous versions of the Charles Sturt University Indigenous Education Strategy enable the nine Key Objectives and the five Key Performance Indicators and align with the Mission, Values and Objectives of the University's Strategy and the recommendations of the AUQA, IHEAC and Australian Vice Chancellor's reports. The Recommendations are grouped according to their focus and should be read in context with the broader discussion and recommendations contained within this document.

The status of each of the original recommendation is listed in the table below. Note that terminology and organisational structures identified were those current in 2008. As the intent of the recommendation is clear in 2017 a decision was made to adhere to the language or the original recommendations, although:

- The Centre for Indigenous Studies is now the School of Indigenous Australian Studies
- Indigenous Student Services is now the Indigenous Student Centre(s)
- The Centre for Research and Graduate Training is now the Research Office
- The Division of Learning and Teaching Services is now the Division of Student Learning

Performance against Recommendations

	Status (May 2017)	Notes
<i>Institutional Development</i>		
Recommendation 1 The Vice-Chancellor endorses a Statement of Reconciliation on behalf of the Charles Sturt University community.	Complete	Refer section 5 of this document.
Recommendation 2 Charles Sturt University Planning and Budget Committee oversee the development and implementation of a Reconciliation Action Plan based upon the principles outlined in the endorsed Reconciliation Statement and the Principles, Values and Recommendations of the Charles Sturt Indigenous Education Strategy.	Incomplete	Expected to be completed by February 2018.
Recommendation 3 The Charles Sturt University Reconciliation Action Plan is registered with Reconciliation Australia.	Incomplete	Expected to be completed by May 2018.
Recommendation 4 The Charles Sturt University, University Council, appoints an Indigenous member to University Council.	Complete	CSU has a member of Council who is Indigenous.
Recommendation 5 The Vice Chancellor establishes an Indigenous Education Strategy Coordinating Group to provide advice and guidance to the University in ensuring cultural appropriateness, accountability and transparency.	Complete	Indigenous Education Strategy Steering Committee currently chaired by DVC RDI.
Recommendation 6 The Deputy Vice Chancellor (Administration) and Director of Student Services formally change the name of the Indigenous Support Units to Indigenous Student Services.	Complete	Now called 'Indigenous Student Centre(s)'
Recommendation 7 The Deputy Vice Chancellor and Vice President (Administration), work with relevant Divisions, the Centre for Indigenous Studies, Deans and Indigenous Student Services to: a) Establish an "Elders in Residence" program at each campus which promotes and legitimises the role of Elders within the learning community;	Ongoing	Recommendation 7 will be reviewed in Q3 2017 to better reflect current and future directions.

<p>b) Provide facilities on each campus for the establishment of a Community Meeting Place;</p> <p>c) Construct murals or other visual displays of Indigenous art and culture on campus;</p> <p>d) Develop cultural protocols, codes of conduct and policies to guide the University in its engagement with Indigenous peoples and communities;</p> <p>e) Acknowledge Indigenous heritage and traditional ownership and custodianship of the land through observance of a ‘Welcome to Country’ by traditional Elders at University ceremonies and events and an ‘Acknowledgement of Country’ in a prominent location on major University documents and marketing materials and University websites; and</p> <p>f) Name University spaces in local language and establish on-campus community events, including celebrations for NAIDOC and Reconciliation week’s and commemoration of National Sorry Day/Journey of Healing Day.</p>		
<p>Recommendation 8 The Indigenous Student Centres of Charles Sturt University, in partnership with Divisions and faculties, lead in evidence-based policy development with a view to improving access participation, retention and success rates of Indigenous Students, through:</p> <ul style="list-style-type: none"> - Improving and maintaining accurate and accessible data on these key performance indicators; - Investigating and identifying ways in which financial and other assistance to Indigenous students may contribute to higher retention and success; and - Identifying the risk factors and vulnerabilities that contribute to Indigenous student lack of academic success and withdrawal from enrolment. 	Complete	
<p>Recommendation 9 The Indigenous Student Services of Charles Sturt University investigate and identify ways in which financial and other assistance for Indigenous students may contribute to higher retention and success, including consideration of scholarships for full or part time students who are ineligible for other financial support.</p>	Complete (ongoing)	
<p>Recommendation 10 The Indigenous Student Services and Centre for Indigenous Studies establish a mentoring and role model scheme for Indigenous students.</p>	Complete (ongoing)	‘Strong Moves’ program.

<p>Recommendation 11 The Director of Student Services, in cooperation with Human Resources, provides staff of the Indigenous Student Services with opportunities and support to further their academic qualifications, research skills and profiles.</p>	Complete (ongoing)	Indigenous Staff Study Support Scheme.
<p>Recommendation 12 Indigenous Students Services strengthen and extend their partnerships with secondary schools and providers of vocational education and training, in order to increase the entry of Indigenous secondary school leavers and vocational education students into Charles Sturt University courses.</p>	Complete (ongoing)	‘Danygamalanah’ and ‘Strong Moves’ programs.
<p>Recommendation 14 Charles Sturt University provide funding for the ongoing development of an Outreach marketing and student recruitment program.</p>	Complete (ongoing)	HEPP funded Future Moves programs targets schools with high Indigenous student populations.
<p>Recommendation 29 Human Resources provide support and financial incentives, including supporting time release through earnings replacement, for Indigenous people in current employment at Charles Sturt University who are undertaking postgraduate studies.</p>	Complete (ongoing)	HR support and incentives are available to all staff however there are targeted programs e.g. Indigenous Staff Study Support Scheme.
<p>Recommendation 33 Charles Sturt University Planning and Budget Committee, in collaboration with the Indigenous Employment Coordinator, establish study scholarships and schemes to encourage and support the ongoing career development of Indigenous staff.</p>	Complete (ongoing)	Indigenous Staff Study Support Scheme.
<p>Recommendation 34 Faculties in collaboration with the Centre for Indigenous Studies and, Indigenous Employment Coordinator, develop programs to provide mentoring and specialised leadership training for Indigenous academics.</p>	Ongoing	Indigenous Academic Fellowship under review with a trial in one faculty being undertaken.
<p>Recommendation 35 Contract and ongoing positions are to be identified for Indigenous Trainees as they approach successful completion of their traineeships.</p>	Incomplete (ongoing)	

<p>Recommendation 36 Central Funds are to be made available to create the position of Research and Policy Officer within the Centre for Indigenous Studies. This position will service the Vice Chancellor's Indigenous Education Strategy Coordinating Group.</p>	Complete	Position changed with changing requirements
<i>Courses, Learning and Teaching</i>		
<p>Recommendation 13 Faculties in cooperation with the Centre for Indigenous Studies provide multiple entry and exit points and innovative undergraduate and postgraduate courses which specifically meet the employment needs of mature-age Indigenous peoples, and recognises the prior learning and work experience of Indigenous non-school leaving students</p>	Ongoing	
<p>Recommendation 15 Academic Senate implement policy requiring the incorporation of Indigenous Australian content as an assessable component of all Charles Sturt University undergraduate programs. The incorporation of Indigenous Australian content is to take place at the next major course review with incorporation across all undergraduate courses to be fully implemented by 2015.</p>	Ongoing	<p>Indigenous Australian Content in Courses Policy</p> <p>Further consideration is required in relation to how this recommendation is addressed for new course proposals.</p>
<p>Recommendation 16 The Charles Sturt University Degree Initiative Committee, in consultation and negotiation with the Centre for Indigenous Studies, review the descriptors of the University's graduate attributes to specify the extent to which Indigenous content is expected to be identified and specified within the graduate attributes profiles of programs and courses offered by the University.</p>	Complete (ongoing)	Completed through the Graduate Learning Outcomes work and the Graduate Attributes Policy
<p>Recommendation 17 Academic Senate, in collaboration with the Centre for Indigenous Studies, develop a set of curriculum guidelines identifying the broad intentions of Indigenous content and issues to be considered, and that these be included within the guidelines for Course and Program review and Course and Program Development templates.</p>	Complete	<p>IBS Submission template</p> <p>Incorporating Indigenous Australian Content into Undergraduate Awards at CSU: A Guide to Requirements and Process</p>

<p>Recommendation 18 Faculties, as part of the 5-yearly Review process, hold a program specific seminar to explore how the program will address the issues raised within the curriculum guidelines. The seminars should include teaching staff from the program, practitioners from relevant industry or professional contexts, Indigenous participants with appropriate expertise and staff from the Centre for Indigenous Studies.</p>	Ongoing	At CSU Faculties no longer hold regular 5 year reviews. Many Faculties/ Schools have held one or more seminars/ workshops over time.
<p>Recommendation 19 Academic Senate introduce policy requiring Course and Program Coordinators to comment, within the 5-yearly course and program review report, on how they are addressing the incorporation of Indigenous Australian content in Charles Sturt University undergraduate courses.</p>	Complete	Baseline stage of Smart Learning and through FCC & IBS.
<p>Recommendation 20 Charles Sturt University to appoint an Indigenous Curriculum and Pedagogy Coordinator located within the Division of Learning and Teaching Services to provide educational design support and advice to Faculties and Schools on the incorporation of Indigenous Australian content</p>	Complete	Also establishment of Gulaay Indigenous Australian Curriculum and Resources team in the Learning Academy in DSL.
<p>Recommendation 21 Academic staff who teach Indigenous Australian content are expected to hold qualifications in Indigenous Studies or a relevant discipline. Staff without qualifications or equivalent expertise and experience will be expected to gain qualifications or participate in professional learning programs provided by the Centre for Indigenous Studies.</p>	Incomplete	Not implemented (although the ICCP has been implemented).
<p>Recommendation 22 Existing Indigenous Australian Studies subjects (including Discipline-specific and hybrid) should be referred to the Indigenous Board of Studies for Review. Existing subjects should be assigned to the relevant Centre/School based on the governance principles set out in the Indigenous Education Strategy.</p>	Complete (ongoing)	Still refining processes and support to maximize value of this requirement.
<p>Recommendation 23 The Education for Practice Institute be provided with two additional fellowships each year to work in collaboration with the Centre for Indigenous Studies on the scholarship of cultural competence for the professions. One of the two fellowships be a designated fellowship for an Indigenous</p>	Complete	Prior to the disestablishment of EFPI.

Australian academic.		
<p>Recommendation 24 The new Division of Learning and Teaching Services (formerly CELT and LMC) receive additional funding to create an identified Indigenous Australian position, to provide educational design support to academics within the Centre for Indigenous Studies and the Faculties that teach Indigenous Australian content. The Indigenous Educational Designer will develop expertise in the Cultural Competency Pedagogical Framework as well as instructional design and the development of learning materials.</p>	Incomplete	DSL was initially unable to fill the position with an identified Indigenous Australian. At various times since 2008 Indigenous identified Australians have been part of the curriculum support staff.
<p>Recommendation 25 Staff teaching Indigenous Australian Studies at Charles Sturt University, including hybrid and discipline specific subjects, are supported by a Cultural Competence Pedagogy Network (akin the Professional Experience Network or PEN).</p>	Incomplete	Network no-longer active.
<p>Recommendation 26 The Centre for Indigenous Studies, Faculties and the Education for Practice Institute develop a Scholarship of Teaching & Learning Project which would provide for an on- going examination of the process of incorporating Indigenous content into undergraduate professional programs across the University.</p>	Incomplete	Some early work undertaken, but not completed and EFPI now disestablished.
Research		
<p>Recommendation 27 It is recommended that a senior Indigenous research academic be appointed as a member of the Charles Sturt Human Ethics and Research Committee to ensure accountability and cultural appropriateness of Indigenous research.</p>	Complete	Refer clause 6(j) of the HREC Terms of Reference .
<p>Recommendation 28 The University Ethics and Human Research Committee establish an Indigenous Research Ethics Committee as a sub-committee of the University Ethics and Human Research Committee.</p>	Incomplete	Carefully considered but not adopted. To be further reviewed by the Indigenous Education Steering Group.
<p>Recommendation 30 The Deputy Vice Chancellor and Vice President (Research) provide financial scholarships for Indigenous postgraduate students to encourage enrolment and completion of Doctoral degrees.</p>	Complete (ongoing)	

<p>Recommendation 31 The Centre for Research and Graduate Training in collaboration with the Centre for Indigenous Studies develops appropriate policies, protocols and procedures to ensure quality and accountability of all Charles Sturt University Indigenous research. This should include:</p> <ul style="list-style-type: none"> The establishment of research advisory groups comprising internal and external stakeholders and the development of culturally appropriate acceptable research models; Having an Indigenous researcher on all Indigenous research projects; and Adequate supervision arrangements for Indigenous Research Higher Degree students, including appropriate cultural support. 	<p>Incomplete</p>	<p>Carefully considered but not adopted. To be further reviewed by the Indigenous Education Steering Group.</p>
<p>Recommendation 32 The Centre for Research and Graduate Training set aside funding for a Problem Focused Research Group in Indigenous Australian Studies, and accept an 'out of session' application to establish a Problem Focused Research Group in Indigenous Australian Studies using the approved guidelines.</p>	<p>Incomplete</p>	<p>Considered but not adopted; and new mechanisms for funding research in place.</p>

5. Charles Sturt University Reconciliation Statement

‘There can be no reconciliation without social justice and there can be no social justice without reconciliation’

(Mick Dodson, National Reconciliation Convention, Melbourne 1997)

‘As sites of critical learning, universities are powerful agents for social change and have a responsibility to provide an environment free from racism in all of its forms’

(Wright, J 2002, ‘Apartheid: Australian Style’)

Recognition. Acknowledgement. Responsibility and Commitment

Charles Sturt University is committed to the process of reconciliation between Indigenous and non-Indigenous Australians and recognises the particular role and responsibility it plays in promoting social justice and human rights for all of this country’s First Nations. This statement provides Charles Sturt University with the blueprint for the development and implementation of a Reconciliation Action Plan which will align with the values, vision and mission of the Charles Sturt University Strategy and Plans and the Charles Sturt University Indigenous Education Strategy. Consultation towards completion of a Reconciliation Action Plan will commence in May 2017.

Charles Sturt University recognises and acknowledges:

- The diversity and unique position of Aboriginal and Torres Strait Islander peoples as the traditional owners and custodians of Australia and the islands of the Torres Strait, in accordance with local Indigenous laws and customs.
- That connection to the land sustains contemporary Indigenous cultures, languages, art, spirituality, laws and customs.
- The long-term and continuing impact of colonisation upon the lives and futures of our First Nations’ people.
- The fundamental importance of Aboriginal and Torres Strait Islander cultures to the heritage and identity of Australia and the valuable and dynamic contribution of Indigenous people and cultures to the community and life of the University.
- The human right of Indigenous Australian peoples to self-determination, to equitable participation in the community and University and equitable access to resources and services.
- The significance of the University’s role in the reconciliation process in building an informed and mature society which acknowledges the past, understands the quintessential connection between the past and present, and is committed to ethical action, social justice and human rights.
- That reconciliation in practice is a shared responsibility requiring commitment to a whole-of-institution approach and active engagement with the Indigenous community.
- The Key Performance Indicators and Recommendations of the Charles Sturt University Indigenous Education Strategy be reported to Reconciliation Australia in the form of a Reconciliation Action Plan, and the institutional performance against the KPIs and recommendation be reported to Reconciliation Australia on an annual basis.

6. Indigenous Education at Charles Sturt University

Indigenous Australians comprise 6.98% of the total population of the geographical region serviced by Charles Sturt University, however our Indigenous student population is 3.3% of our total student population. This under-representation is largely a reflection of the long term socio-economic and educational disadvantage affecting many Indigenous communities and families today.

This is a social justice and equity issue which Charles Sturt University is committed to overcoming.

Charles Sturt University was founded in 1989 and provides access to higher education across central, western and south-western NSW and north-eastern Victoria. In the years since its establishment, the University has grown into a multi-campus institution with campus locations at Albury-Wodonga, Bathurst, Canberra, Dubbo, Goulburn, Orange Wagga Wagga and Port Macquarie.

The State of NSW has the highest population of Indigenous Australians in the country. The Charles Sturt University campuses of Albury-Wodonga, Bathurst, Orange, Dubbo and Wagga Wagga are built upon the traditional lands of the Wiradjuri Nation, the largest Indigenous Nation of Aboriginal Australia. The University's inland catchment area extends into the country of the Kamilaroi Nation in the north east, the Murrawarri, Ngemba and Barkandji Nations in the north west, the Nyampa and Wangkamarra Nations in the far west. The campus at Port Macquarie on the NSW Central Coast is in the traditional land of the Birapai Nation. The geographical footprint served by Charles Sturt University's main campuses is home to approximately 33,000 Indigenous people.

6.1 Indigenous student access, participation, retention and success

'Clearly, while Indigenous participation in higher education has increased [in recent years], Indigenous people [remain] markedly over-represented at the lowest end of the course continuum and under-represented at the upper levels'

(Centre for Aboriginal Economic Policy Research, „Indigenous Participation in Higher education: Culture, Choice and Capital Theory“ June 2006)

The key indicators of successful higher educational outcomes for Indigenous students can be measured according to the level of Indigenous access to higher education, their participation and retention in a higher education award and successful completion and graduation from their award. As well, a key indicator of successful higher educational outcomes for Indigenous students is engagement across the full spectrum of awards, i.e., Doctoral, and Postgraduate as well as Undergraduate and pathways.

6.1.1 The National Picture

Nationally, the participation rate for Indigenous students in higher education rose by 93% (compared with 47 per cent growth for all domestic students), from 8,330 in 2005 to 16,062 in 2015 (*Closing the Gap Prime Minister's Report 2017*). In 2015 Indigenous students represented 1.5% of domestic students in higher education, up from 1.2% in 2005. Although this is a noteworthy improvement, National data also shows that Indigenous students are more than twice as likely to leave their studies, with 44% citing financial difficulties as the key driver for their decision (*Closing the Gap Prime Minister's Report 2017*). This is important for Indigenous communities and Australian society in the knowledge that Indigenous University graduates have very high levels of employment, and that Indigenous commencing salaries are, on average, higher than for non-Indigenous graduates (2016 Quality Indicators for Learning and Teaching (QILT)).

Although the Indigenous participation rate has increased, it remains significantly below the level

needed to achieve parity. Key reports have identified the parity rate to be 2.2%, based upon the proportion of Indigenous people in the population that is aged between 15 and 64 years (Behrendt et al, 2015; Bradley et al, 2008). In their comprehensive review of participation of Aboriginal and Torres Strait Islander students in higher education, Wilks and Wilson (2015), highlight the need to approach parity from both levels of participation, *and* levels of success. This is a key element as the most recent Higher Education data released by the government, shows award course completions for all domestic students in 2015 was 217,928, and award course completions for Indigenous students in 2015 was 2,190. That is, while 1.5% of domestic students are Indigenous, only 1% of award completions are Indigenous.

Australian Universities have collectively committed to significantly lift University Indigenous enrolment and completion rates setting “*a target of equal success and completion rates for Indigenous students to non-Indigenous students in the same fields of study over the next decade*” (Universities Australia, 2017). The release of the Universities Australia Indigenous Strategy 2017-2020 has involved a commitment by all Universities to actions that reflect a whole of University approach to Indigenous student access, participation and success, including:

- *maintain institutional growth rates for Aboriginal and Torres Strait Islander peoples’ enrolment that are at least 50 per cent above the growth rate of non-Indigenous student enrolment, and ideally 100 per cent above;*
- *aim for retention and success rates for Aboriginal and Torres Strait Islander students equal to those of domestic non-Indigenous students in the same fields of study by 2025;*
- *aim to achieve equal completion rates by field of study by 2028;*
- *include Indigenous higher education, research and employment as priority areas in core policy documents, including institutional strategic and business plans;*
- *have Indigenous Research Strategies in place by 2018;*
- *ensure that implementation of these plans and policies is devolved through the university’s faculties, schools and units;*
- *ensure that additional workload expected of Aboriginal and Torres Strait Islander staff is recognised in workload planning and in performance assessments and promotions processes;*
- *build robust, respectful and collaborative partnerships between themselves and the Aboriginal and Torres Strait Islander communities that they serve;*
- *take a community leadership role in promoting Indigenous higher education and building opportunities for wider community engagement in it;*
- *have current executive staff and all new senior staff complete cross-cultural training programs from 2018; and*
- *have processes that ensure all students will encounter and engage with Aboriginal and Torres Strait Islander cultural content as integral parts of their course of study, by 2020.*

6.1.2 Indigenous Student Outcomes at Charles Sturt University

CSU Indigenous student access, participation and success has been reported in detail in the publically available CSU Indigenous Education Statements (most recent three years available here <https://www.csu.edu.au/unistats/resources>). The statement for 2016 reports the following enrolment data.

With non-award and award. (SPI data matched to government data)	2015	2016
CSU Aboriginal and Torres Strait Islander students:	904	1121
CSU Domestic Non Aboriginal and Torres Strait Islander students	32688	34266
Percentage Indigenous students	2.8%	3.3%

Indigenous Australians comprise 6.98% of the total population of the geographical region serviced by Charles Sturt University (2011 Australian Bureau of Statistics), as opposed to 2.8% for the whole of NSW. It is estimated that the CSU footprint ‘university aged’ population (i.e., 15-59 years) is 6.58%, or 19,116 people. Therefore, given the Indigenous population levels of our footprint, it seems reasonable for CSU to be aspiring to participation levels that are significantly greater than either the NSW or the National average.

Of importance, is that National completion data shows that for the last two years CSU has had the highest number of Indigenous award course completions in Australia (see table below sourced from data accessed here <https://docs.education.gov.au/documents/2014-award-course-completions> and <https://docs.education.gov.au/documents/2015-award-course-completions>). As well, the table below shows that CSU Indigenous student completions constitute just over 2% of the CSU domestic student population.

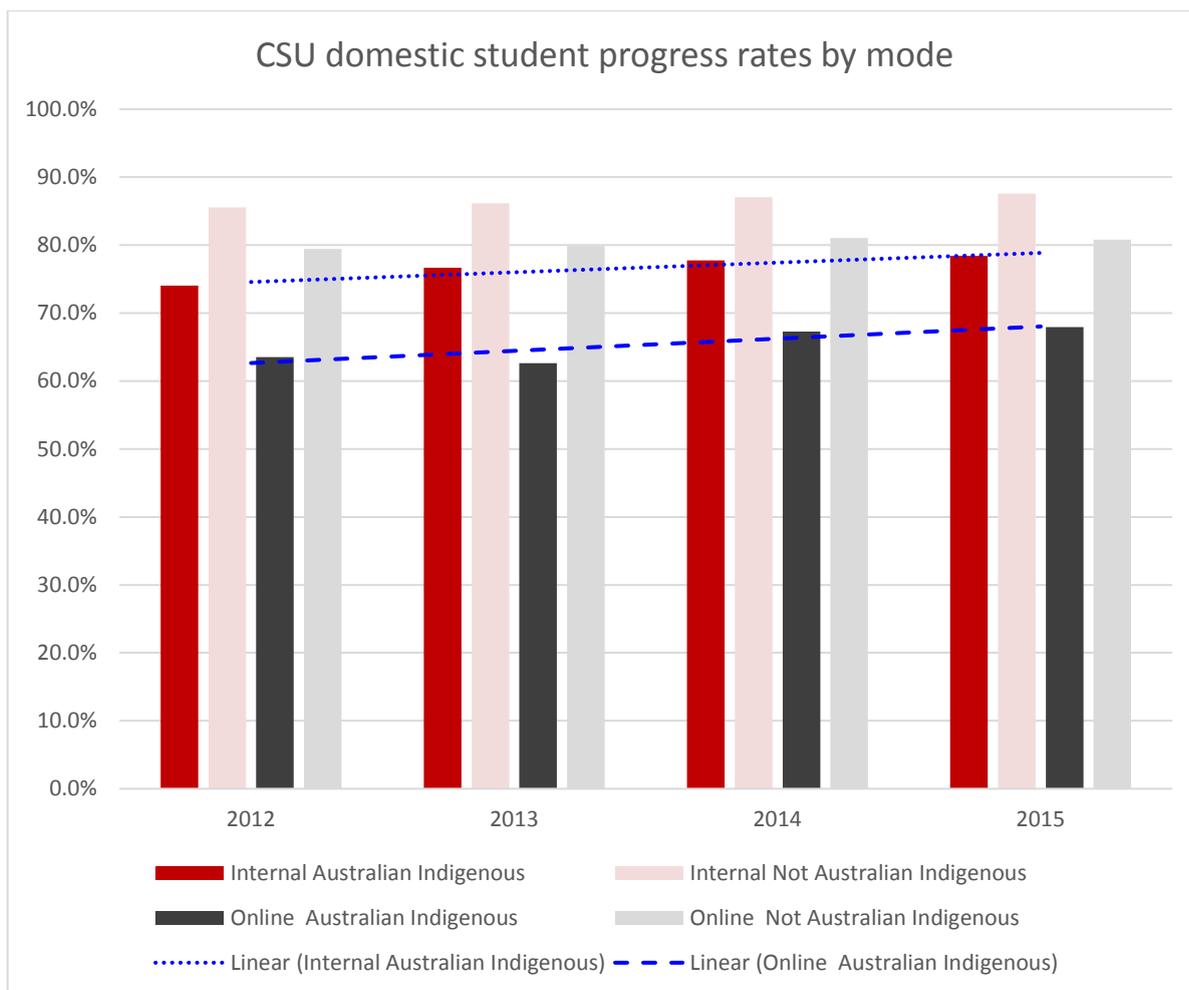
	2014	2015
CSU Aboriginal and Torres Strait Islander students award course completions	6944	6640
CSU Domestic Non Aboriginal and Torres Strait Islander students award course completions	144	159
Percentage Indigenous students	2.1%	2.4%

These completions encompass the range of course levels with 19% at Associate Degree/Diploma level (reflecting our involvement in NSW police training), 53% at Bachelor level, and 28% at Post Graduate level. Indigenous post graduate students include research higher degree students at Masters and Doctoral levels.

Although this data is promising, scrutiny of CSU progress rates indicates there is still work to do. The table below, shows that in spite of the fact that progress rates for Indigenous students improved from 2012 to 2015, the rates for Indigenous students remain 11% below CSU domestic Non Indigenous students.

Progress Rate	2012	2013	2014	2015
Australian Indigenous	69%	70%	73%	73%
Not Australian Indigenous	83%	83%	84%	84%

The chart below shows progress rates for domestic students by mode.



The trend lines show that progress rates for Indigenous students have been improving for both internal and online Indigenous students since 2012. However, as indicated above, the gap between Indigenous and non-Indigenous student progress rates remains significant, especially for online students. This is important as, congruent with previous years, 64% of our Indigenous students studied online in 2016. As well first year attrition rates are persistently around 8% higher for Indigenous students. Strategies designed to improve the access, participation, retention and success of Indigenous higher education students at Charles Sturt University are outlined in section 6.2 below.

6.2 Strategies for Improving Indigenous Student Educational Outcomes at Charles Sturt University

Charles Sturt University is committed to overcoming the evident disparity in educational outcomes between Indigenous and non-Indigenous students of the University.

Charles Sturt University acknowledges the impact of Indigenous socio-economic disadvantage and the role and responsibility of the University in addressing this disadvantage through improving Indigenous student access to, and success in, higher education.

Charles Sturt University also recognises that Universities, as Western institutions, can be a forbidding environment for Indigenous students and that this can adversely impact upon Indigenous access, participation, retention and success in higher education.

Since its establishment in 1989, CSU has initiated a number of programs aimed at increasing Indigenous student access to and participation in higher education within the geographical footprint of the institution and beyond.

One of the most fundamental of the ‘pre-conditions’ necessary for achieving long-term sustainable change in Indigenous educational outcomes at CSU is the widening of Indigenous involvement in the life and governance of the University. This requires commitment to a whole of institution approach, including increasing the University’s engagement with Indigenous communities, Indigenousisation of the curriculum, financial assistance and pro-active provision of services tailored to meet the needs of Indigenous students, and the inclusion of Indigenous culture and knowledge as a valued and valued part of University life and decision-making.

CSU has initiated a number strategies and programs to improve Indigenous student access and outcomes. Details regarding these programs can be seen in the CSU’s annual Indigenous Education Statements (available here <https://www.csu.edu.au/unistats/resources>).

Indigenous Access

CSU runs programs to enhance aspiration for higher education and access by Aboriginal and Torres Strait Islander students. Key examples include: Future Moves ***Danygamalanha*** (To Excel); Strong Moves (school children mentoring); and a range of Indigenous Access Programs (such as Indigenous Police Recruiting Our Way – IPROWD).

In 2015, Future Moves had approximately 19,000 points of contact with school students; 17% of these could be identified as Aboriginal or Torres Strait Islander (i.e., where identification as Aboriginal or Torres Strait Islander was able to be recorded either through a survey or participation in Danygamalanha events specifically for Aboriginal or Torres Strait Islander students). Please see the CSU Indigenous Education Statements for detailed outcomes related to these programs. We also run an enabling program that is open to all students, the Diploma of General Studies, and raise awareness of Indigenous participation in Higher Education through Indigenous Community University Partnership Grants.

In addition,

- strong community engagement has been built through the Future Moves program and CSU’s Indigenous Student Centres with relevant Indigenous community groups (e.g., AECG, and Landcare)
- Targeted scholarships have been established along with active dissemination of opportunities through access programs

Other strategies recommended for improving the access, participation, retention and success of Indigenous students at Charles Sturt University include:

Indigenous Participation and Success

CSU has adopted an evidence based approach to pilot and implement strategies to enhance Indigenous student participation and success. The aim is to provide culturally appropriate and needs based programs and strategies designed to effectively address key areas of concern in

relation to Indigenous Education. This includes:

- accountable systems for the early identification of Indigenous students at risk;
- the provision of case management and other relevant support and services;
- the use of tailored learning advice and tutoring; and
- managing support as needed by students.

This final point is important as many Indigenous students are able to succeed without intervention; acknowledging and responding to this is important. Additional important strategies include the promotion of Indigenous cultures and Indigenous community, student and staff achievements.

Planned elements include mentoring, both peer to peer and alumni; enhancement of Indigenous student representation; and the provision of flexible entry requirements for Indigenous students.

Key to our success is the employment of Indigenous managerial, academic and general staff across the institution, including administrative roles in high profile, and first contact roles within Faculty, Divisions and other University offices.

7. Toward an Inclusive Curriculum: Incorporating Indigenous Australian Content in Undergraduate Programs

“By 2020, universities commit to have plans for, or have already in place, processes that ensure all students will encounter and engage with Aboriginal and Torres Strait Islander cultural content as integral parts of their course of study. This will give all Australian university graduates in the future the chance to develop their capabilities to work with and for Aboriginal and Torres Strait Islander people and communities” (Universities Australia, Indigenous Education Strategy 2017-2020, p. 30)

Graduates of Australian universities play a significant role in addressing and stemming the perpetuation of socio-economic disadvantage of Indigenous Australians. In social and professional contexts, graduates also become leaders in policy and practice; constructing and legitimating values and attitudes in the provision of professional services to Indigenous peoples.

The Royal Commission of Inquiry into Aboriginal Deaths in Custody (1991) was the first major national Inquiry to document the complexity and severity of the socio-economic disadvantage experienced by Indigenous Australians. The report questioned the standard and appropriateness of service provision for Indigenous Australians arguing that professionals largely operated within frameworks devoid of knowledge and with limited understandings of Indigenous cultures, worldviews, and histories and the implications for their professional practice.

Since 1969 there has been a strategic focus on developing Indigenous studies pre-service curriculum for professions such as education, health, and social work. Despite this focus, doctors, social workers, psychologists, nurses, police officers, teachers, and other professionals continue to implement policies and practices detrimental to achieving social justice for Indigenous Australians. Strategies and approaches continue to be developed based on limited knowledge and understanding of Indigenous cultures, histories or contemporary realities.

Charles Sturt University is committed to a systematic approach to integrating Indigenous Australian content into all courses of the university. The Incorporating Indigenous Australian Content policy and the establishment of the Indigenous Board of Studies provides a strategic basis from which to govern and monitor the work of faculties and schools in ensuring that professionals graduated by the university have a reflexive framework for understanding their responsibilities to work effectively with Indigenous clients and/or communities. This education should engage students in a critical inquiry into the nature of their profession – its history, assumptions and characteristics, its role in structuring Australian society, and its historical and contemporary engagement with Indigenous communities and Indigenous people. These professional characteristics need to be examined and understood if professionals are to develop an understanding of the social and political contexts of Indigenous peoples’ lives and communities and the roles of the professions in shaping those contexts to become agents of change.

The implementation of policy ensuring that all graduates are provided with the opportunity to develop knowledge, skills, motivation and confidence to be able to work professionally with Indigenous people and communities provides CSU with the foundation upon which to set this higher education institution apart from other universities, being second only to the University of South Australia in implementing such policy.

7.1 Cultural Competence: A Pedagogical Framework for Incorporating Indigenous Australian Content

The University’s *Indigenous Cultural Competence Pedagogy Framework* is based on the Cultural Competence Pedagogical Framework developed from an initial research project conducted by Associate Professor Wendy Nolan and Associate Professor Keith McConnochie in 2004 which

addressed four key questions:

- what is the justification for incorporating required Indigenous Australian content into undergraduate programs?
- what content should be included?
- how should this content vary across professions and disciplines; and,
- what pedagogical strategies are appropriate?

The research included an extensive literature search and a series of focus groups comprising Indigenous and non- Indigenous professionals, academics, Indigenous communities, students, employer groups and other relevant stakeholders. These groups explored the role of professionals in Indigenous contexts to determine the professional knowledge and skill base required to work effectively with, and for, Indigenous Australians. Five broad issues emerged from the research:

1. the significant lack of awareness amongst professionals working with Indigenous Australian clients, cultures and contexts;
2. an absence of specific skills and strategies for working in Indigenous contexts;
3. the culturally specific nature of the assumptions and practices of professions and agencies;
4. the failure of professions to engage in broader issues of justice and human rights, including advocacy and the development of strategies to challenge prejudice, ethnocentrism and racism; and
5. the need for individuals to be aware of their own values, assumptions and expectations and how these impact on their interaction with Indigenous clients and communities.

The model was further refined by Ranzjin, McConnochie, and Nolan of the *Psychology and Indigenous Australians: Teaching, Practice and Theory* project team and was disseminated nationally and internationally as a requirement of their Carrick Institute grant. The Cultural Competence Pedagogical Framework and associated curriculum guidelines developed by Ranzjin *et al* have been endorsed by the Australian Psychological Society and forms part of the APAC accreditation guidelines for the education of Australian psychologists.

Charles Sturt University's *Indigenous Cultural Competency Pedagogical Framework* (ICCPF) was developed by Associate Professor Nolan in 2008. Course and subject designers from each of the universities faculties are required to map cultural competencies and related graduate attributes using this framework. The Indigenous Curriculum and Pedagogy Co-ordinator is located in the Division of Student Learning and is responsible for guiding and monitoring this foundational work in curriculum development.

To meet the requirements of the ICCPF course design must include Indigenous Australian content that corresponds to the following:

- a. Inclusion of an Indigenous Australian Studies subject in the first year of the program. This is a 'stand-alone' subject that develops knowledge of Indigenous Australian peoples' varied and diverse realities to enhance understandings of the effects of historical and contemporary policy and practices on the lives of Indigenous peoples. The subject must examine a range of social, cultural, historical, and institutional factors that impact on the contemporary experiences of Indigenous and non-Indigenous Australians using a relational framework to develop skills in critical thinking, reflection, and analysis for reflexive practice within diverse professions. This is a foundation subject to prepare students for integrated Discipline-specific content throughout their course of study. Where this is not possible, a module of at least six weeks duration is taught within a subject as early as possible within the course;
- b. integrated discipline-specific content consistent with the developmental sequence in the Indigenous Cultural Competency Pedagogical Framework. This content can be taught through specific modules/subjects in middle and later years in the course, or embedded as assessable learning in various discipline/professional studies subjects; and

- c. employment of a range of culturally appropriate teaching, learning and assessment strategies across the course, including authentic case studies, field trips, and activities that develop student capabilities in line with the University's ICCPF.

This initial work is significant as it serves to ground the development of content in accordance with the *Incorporating Indigenous Australian Content in CSU Courses* policy. This policy confirms the 2008 Indigenous Education Strategy (IES) as the foundation of current strategic directions and initiatives in Indigenous Education. There are 36 recommendations and five institutional Key Performance Indicators in the Strategy which continue to provide a comprehensive framework for a whole-of-institution approach to Indigenous education founded upon the principles of cultural competence, social justice and reconciliation; thus positioning Charles Sturt University as a lead institution in the higher education sector in this regard.

7.1.1 Definition of Indigenous Australian content in CSU courses

There are four primary classifications of Indigenous Australian content at the University:

- a. *Indigenous Australian Studies* - the broad area of inquiry related to Indigenous Australian knowledges, cultures and heritages, histories and issues which impact upon, or are of concern to, Indigenous peoples and communities today, such as health, education, criminal justice, land rights and Native Title. Indigenous Australian Studies does not cover profession-specific studies but prepares students to engage reflexively with further studies within their courses.

Indigenous Australian Studies may be delivered through stand-alone subjects, or as modules within Hybrid Indigenous Australian subjects, or as stand-alone modules within other subjects that do not have any other Indigenous Australian content;

- b. *Discipline-specific Indigenous Australian Studies* - that area of inquiry in Indigenous Australian Studies which is specifically related to the theoretical and practical knowledges required for a professional discipline. Discipline-specific Indigenous Australian Studies can be taught as 'stand-alone' subjects, modules or via integration of relevant assessable Indigenous content throughout the program. A subject can only be classified as Discipline-specific Indigenous Australian Studies when it has Indigenous content in every topic/module/assessment task of the subject;
- c. *Hybrid Indigenous Australian Studies* - defined as being a combination of Indigenous Australian Studies and Discipline-specific Indigenous Australian Studies. These are subjects that have Indigenous Australian content in every topic/ module/ assessment task of the subject; that is, 100% Indigenous Australian content in Hybrid Indigenous Australian Studies subjects. This is an effective strategy for the incorporation of Indigenous content into 'crowded' discipline-specific programs; and
- d. *Restricted Indigenous Australian Subjects* - defined as those courses or subjects of any discipline in which enrolment is restricted to Indigenous Australian students.

7.2 Academic Governance of the Incorporation of Indigenous Australian content

The Indigenous Board of Studies (IBS) is a sub-committee of Academic Senate's Curriculum, Learning and Teaching Committee (CLTC). The Board guides processes relating to the development, design, and approval of Indigenous Australian content at the university. As a delegated authority of the CSU Academic Senate/CLTC, the Board also grants ICCPF compliance status to Indigenous content in courses.

The Board is authorised to approve courses, subjects, and/or modules when the following conditions are met:

1. the subject abstract includes specific reference to Indigenous Australian content;

2. learning outcomes align with Charles Sturt University Course-level Graduate Learning Outcomes that are aligned with the Indigenous Cultural Competence Pedagogical Framework (ICCPF);
3. learning outcomes are assessed, and learning and teaching and resources align with learning outcomes;
4. teaching, learning, assessment and resources are deemed to be culturally-appropriate and respectful; and
5. where an Indigenous Australian Studies module is inserted into a Hybrid or any other Charles Sturt University subject, it must be at least six weeks in duration and contain at least one assessment task, which must be successfully completed in order for the student to pass the subject.

The IBS comprises majority Indigenous membership through the Chair, Indigenous academics from each of the university's three faculties, and academic staff from the School of Indigenous Australian studies. Where no Indigenous academic is available, Faculty Dean's will nominate an alternate. All Indigenous academics have right of audience to the board meetings which are held monthly.

7.3 Implementation: The Incorporation of Indigenous Australian Content in CSU Courses Policy

The *Incorporation of Indigenous Australian Content in CSU Courses Policy* (2016-2020) relies on whole-of-institution support and action. Faculties must develop internal support and Quality Assurance (QA) systems to ensure that Course Directors, course development teams, subject convenors and teaching teams address the requirements set out by the *Indigenous Board of Studies* for incorporating Indigenous Australian content at the University.

Faculties must collaborate with the School of Indigenous Australian Studies in the development and teaching of Hybrid subjects to ensure an integrated pedagogical approach. The School of Indigenous Australian Studies will teach all subjects/modules classified as *Indigenous Australian Studies* content in all courses at the University. Other Schools/Faculties may teach *Discipline-specific Indigenous Australian Studies* subjects/modules individually or in collaboration with the School of Indigenous Australian Studies.

Responsibility for the provision and co-ordination of Indigenous Cultural Competence professional learning is discharged through collaboration between Faculties, the Division of Student Learning, and the School of Indigenous Australian Studies.

Additional professional learning will be necessary for academic staff who teach modules/subjects that incorporate Indigenous Australian Studies or discipline specific studies. As a minimum requirement, the University's mandatory online cultural competency training must be completed unless staff can provide evidence of other relevant qualifications or previous training.

7.4 Identification, Assignment and Funding of Indigenous Australia subjects

For the purposes of clear identification, assignment and funding of subjects with Indigenous Australian content to the relevant academic unit and discipline code, a system of prefixes were developed (IKC XXX) and rigorously applied.

The various subjects within Indigenous Australian Studies, hybrid Indigenous Australian Studies and discipline specific Indigenous Australian Studies will be assigned on the SAL to the Centre for Indigenous Studies or relevant School depending on who has management responsibilities. Proportional funding, where required will be negotiated between the Executive Dean and Head of School, School of Indigenous Australian Studies.

The assigned school and Faculty will be responsible for all aspects of subject management including assessment and submission of grades. Marking will be the responsibility of the teaching School.

Restricted Indigenous Studies subjects will continue to attract double the normal subject weighting for their discipline in Charles Sturt University's Faculty Funding Model. Non-restricted Indigenous Australian subjects (including hybrid and discipline specific subjects that meet the definition in Section 2 of the definitions in the [Section 2: Glossary of the Indigenous Australian Content in Courses Policy](#)) will also attract double the normal subject weighting during currency of this Indigenous Education Strategy.

8. The Scholarship of Indigenous Learning, Teaching and Community Engagement at Charles Sturt University

The incorporation of Indigenous content into the undergraduate programs offered by Charles Sturt University provides a valuable vehicle for developing a coordinated University-wide approach to Scholarship of Indigenous Learning, Teaching and Community Engagement with the objective of providing the best quality culturally inclusive professional education to graduates in Australia. As Wright (2002:5) suggests: “[t]he establishment of this [type of] cultural framework...will allow Indigenous people to realize their own potential and speaks to the creation of viable regional agreements and partnerships between [Universities,] private business, state institutions and Indigenous people”. This is consistent with Charles Sturt University Strategy and Plans 2017-2022.

The implementation of the [Indigenous Australian Content in Courses Policy](#) provides Charles Sturt University with the opportunity to:

- Involve a wide range of schools and professional programs across the university in the research and development of inclusive curriculum design and partnership teaching;
- Establish collaborative partnerships between Indigenous and non-Indigenous academic staff across disciplines, Divisions, Institutes and Research Centres;
- Undertake a range of experimentation and evaluation of pedagogical strategies and practices in teaching Indigenous Studies;
- Disseminate this information and experience to colleagues from across and beyond the University through seminars, conference presentations, publications and research findings;
- Develop a body of knowledge and theory which would be of considerable interest to a wide range of professional bodies and other institutions;
- Form mutually beneficial relationships with Indigenous communities, private business and government and non-government bodies and institutions; and
- Make a major contribution to the process of reconciliation and achievement of social justice and human rights for Indigenous Australians, both nationally and within the region.

These activities will be undertaken through collaborative partnerships between the School of Indigenous Australian Studies, the Division of Student Learning and Faculties.

9. Indigenous Research

Research is a core activity for universities, and...high quality Indigenous research...is a cornerstone of Indigenous higher education'

(AVCC Response on IHEAC Conference Report, September 2006:15)

The Indigenous peoples of Australia have the distinction of being the most researched group in the world. From the time of the earliest explorers to the Australian continent, Indigenous peoples and their cultures have been subjects of definition, description and classification, primarily within the Western paradigmatic boundaries of Social Darwinism and functionalist anthropology. The Indigenous peoples and cultures of Australia have been defined without consent as the missing link between primate and Homo sapiens, as stone- age curiosities and prime examples of the pre-modern out-of-place with the modern. Phrenology was used to “prove” Indigenous inferiority and mental defectiveness while anthropology and the physical sciences combined to fill the museums and academic libraries of England and Europe with Indigenous bones, heritage and knowledge (*Hollinsworth, D 1998, Race and Racism in Australia*).

Historically, Western research informed the policies and practices of colonial and post-Federation governments and authorities, including policies allowing for the forcible removal of nearly 100,000 Aboriginal and Torres Strait Islander children from their families and the removal of Indigenous groups from their ancestral country to reservations under the governance and management of the Aborigines Protection Board(s). Western research has defined generations of Indigenous families and children within deficit models, including explaining poor educational outcomes of Indigenous children a result of mental deficiency rather than a trans-generational consequence of historic marginalization and subjugation (*HREOC, 1997, The Bringing Them Home Report*). Since the 1980s Indigenous Australian peoples, their cultures and communities have increasingly become the subject of research from a broad range of disciplines including sociological and psychological inquiry, where non-Indigenous researchers seek to document and disseminate explanations for the high levels of Indigenous socio-economic disadvantage and mental illness.

Universities and others continue to produce volumes of research about Indigenous Australian peoples and cultures. Academics and researchers generate reports, journal articles and conference papers which aid their career and further the profile of their institution. However, much of this research continues to deliver little in the way of positive and practical outcomes for the subjects of the research. Indigenous Australians continue to be the most disadvantaged group in the country and policies continue to be developed on the basis of research, often to the detriment of Indigenous peoples and communities. Despite the quantity of quantitative and qualitative data that has been generated, Indigenous men and women continue to die 20 years earlier than their non- Indigenous counterparts. Indigenous educational outcomes remain poor and Indigenous health is of a third-world standard. Many communities continue to lack basic human rights, including 318 Indigenous communities in rural and remote Australia who currently do not have access to a water supply deemed under Australian National Guidelines as fit for human consumption (*Social Justice Report, 2007*).

Theoretically, the socio-political world has moved into an era of post-colonisation in which the rights of Indigenous peoples to equality and self-determination have been repositioned from the Fringe to the Centre. The time has come to transcend the rhetoric of post- colonisation and self-determination by implementing policies and procedures which ensure accountability in Indigenous research and empowerment of Indigenous community in the research process. Charles Sturt University is seeking to do this through the Research Narrative 2017, designed to ‘create a world worth living in’.

9.1 Indigenous Research at Charles Sturt University

It is time to begin [the] process [of] develop[ing] a distinctive policy framework for enhancing and strengthening Indigenous research...

Fundamentally, we want to bring Indigenous research from the margins into the core of academic research culture and affirm its place and prominence within higher education.

To do this we need to increase the recognition of Indigenous research within the prevailing academic research paradigm, establish the unique facets and contribution of quality Indigenous research and dramatically increase both the number and capacity of Indigenous researchers

(Walter, M; Maynard, J; Milroy, J and Nakata, M, 2007, "Strengthening Indigenous Research Culture")

There is extensive evidence drawing on a wide range of social indicators documenting the extent to which Indigenous Australians are not achieving social justice and redress within Australian society. However, there is a continuing lack of coordinated research developing practical strategies aimed at improving Indigenous autonomy, cultural identity and social equality. There is an ongoing need to develop a coordinated research effort which is directed towards identifying, developing and promoting practical policies and strategies which will support Indigenous communities, government agencies, the private sector and the broader population in the development of policies and strategies related to social justice.

Charles Sturt University is well positioned to lead in the development and coordination of high quality Indigenous research which is of practical benefit to the subjects of the research and assists in the achievement of social justice for Indigenous Australians, both nationally and within the geographical footprint of Charles Sturt University. Across all campuses, the University has established and maintained active relationships with local Indigenous communities over the past decade, and continues to do so. These relationships reflect the importance of the partnerships expected by Universities Australia, which commits to the action to "build robust, respectful and collaborative partnerships between themselves and the Aboriginal and Torres Strait Islander communities that they serve"(Universities Australia Indigenous Strategy 2017-2020, p. 14)

Charles Sturt University is currently involved in many activities which are designed to link the university with its Indigenous communities and organisations, including in the area of teaching, research and consultancy. Indigenous and non-Indigenous researchers within Charles Sturt University are engaged in high quality Indigenous related research resulting in the development of a growing number of quality publications and the body of literature coming from that research. This research is inter-disciplinary in nature, and connects strongly to the research spheres of Resilient People, Flourishing Communities and Sustainable Environments described in CSU's 2017 Research Narrative. Current research at Charles Sturt University covers many areas, including Indigenous health and education, Indigenous knowledges and connection to Country, Indigenous entrepreneurship and Indigenous self-determination. This highlights the interconnectedness that exists between the fields of research focus, as Charles Sturt University strives 'to create a world worth living in'. In line with our values, the inter-disciplinary nature of Indigenous research allows the university to work on behalf of and with communities in ways that are Inclusive, Inspiring, Insightful and Impactful.

However, there are significant opportunities to extend and coordinate this level of engagement into a broader program with major benefits both to Indigenous communities and to the University. Given that the geographical footprint of Charles Sturt University is home to one of the largest populations of Indigenous Australians in the country, the University is well positioned to become the national leading higher education institution in the development of problem focused research based upon addressing the needs of Indigenous communities in culturally and methodologically appropriate ways.

In line with the recommendations of Universities Australia, Charles Sturt University is committed to having an Indigenous Research Strategy in place by 2018 that will replace the previous Indigenous Research Strategic Plan. This Strategy will be comprehensive in approach and set the

framework for success, accountability and sustainability of Indigenous research at Charles Sturt University. The strategy must contribute to increased productivity and quality in Indigenous research and facilitate cross-University collaborations. Based around the learnings from current and past research, the strategy will include:

- The conduct of methodologically appropriate ethical research practice which meets the needs and aspirations of Indigenous Australians and communities;
- The development of research procedures which facilitate central involvement of Indigenous researchers, organisations and communities;
- The promotion and recognition of the expertise of Indigenous Australian researchers, ensuring that the results of research and any papers generated from the research are provided to the relevant Indigenous community, organisation or individual(s) in an accessible and culturally acceptable format and that any cultural norms the relevant Indigenous community, organisation or individual(s) may have in relation to the publication, use of photographs and identification of individuals are respected; and
- The negotiation of issues of ownership and control of the knowledge and data generated from Indigenous research.

9.1.1 Capacity-Building Indigenous Research and Indigenous Researchers at Charles Sturt University

“There is an obvious and urgent need to raise the number of Indigenous researchers. The disparity in enrolment, participation and especially completion rates of Indigenous post-graduate students is dramatic.

Indigenous students make up only 0.3 percent of PhD and 0.6 percent of Masters by Research completions. To achieve parity of participation the number of Indigenous doctoral students needs to more than triple and completions need to increase by more than 600 percent. The participation rate for Masters by Research needs to rise by more than one third and the completion rate needs to more than double to achieve parity. The task is formidable”.

(Walter, M; Maynard, J; Milroy, J and Nakata, M, 2007, „Strengthening Indigenous Research Culture”)

Over the past two decades the number of Indigenous researchers has increased, however they remain grossly underrepresented in comparison to non-Indigenous researchers. According to the *AVCC Response to IHEAC Conference Report (September 2006:7)* “in order for Indigenous students to be represented in PhD programs at the same rate as non-Indigenous students, their number needs to increase by 282%”. In addition, the AVCC Report (2006:15) provided a number of recommendations for enhancing Indigenous research and increasing the number of Indigenous researchers including:

AVCC Recommendation 4:

Earnings replacement scholarships for Indigenous people in current employment who are considering taking up postgraduate scholarships;

Adequate supervision arrangements for Indigenous students, including appropriate cultural support; and

Allowing credit for recognised prior learning.

The AUQA 2006 Report on Indigenous Issues likewise made a number of key recommendations including:

Having an Indigenous researcher on all Indigenous research projects; and

Developing a cohort of Indigenous mainstream researchers as mentors and collaborators.

These have been areas of focus for the University over the past seven years, with various initiatives including the establishment of the Foundation Chair of Indigenous Studies, the creation of the Office of Indigenous Affairs and the Pro Vice-Chancellor of Indigenous Education, and the Indigenous Academic Fellowship program designed to provide a clear pathway into academia for potential Indigenous academics. While these initiatives are an important start, clearly, building the capacity of Charles Sturt University to produce high quality problem focused Indigenous research of national and international renown is reliant on capacity building the research qualifications and skills of Indigenous students and staff. It is therefore vital that the University develop and support programs to enhance the research skills and profiles of Indigenous staff and students, including formal training and mentoring by experienced researchers.

10. Indigenous Employment

“Recruiting Indigenous staff who will serve as role models and provide added leadership for Indigenous students or Indigenous Studies is a good strategy”

(‘Serving the Cause of Indigenous Issues’ – AUQA Report 2006)

Indigenous education cannot be addressed in isolation from Indigenous employment. Charles Sturt University has an Australian Indigenous Employment Strategy which was endorsed by University Council in December 2004. Since this time, the Australian Indigenous Employment Strategy has undergone regular reviews in 2007, 2011, 2015 and is due for review in 2017. The following discussion and recommendations of the Charles Sturt University Indigenous Education Strategy are neither a replacement of the Charles Sturt University Australian Indigenous Employment Strategy nor a duplication of its recommendations. Rather, the discussion and recommendations are designed to provide a whole-of-institution framework for improving Indigenous Education at Charles Sturt University and are consistent with and support the four outcomes of the Charles Sturt University Australian Indigenous Employment Strategy:

- a) An equitable and diverse workforce;
- b) A workforce that is culturally aware and safe for Indigenous staff and students;
- c) Strengthened partnerships and connected communities; and,
- d) Indigenous staff retention, satisfaction and equitable employment.

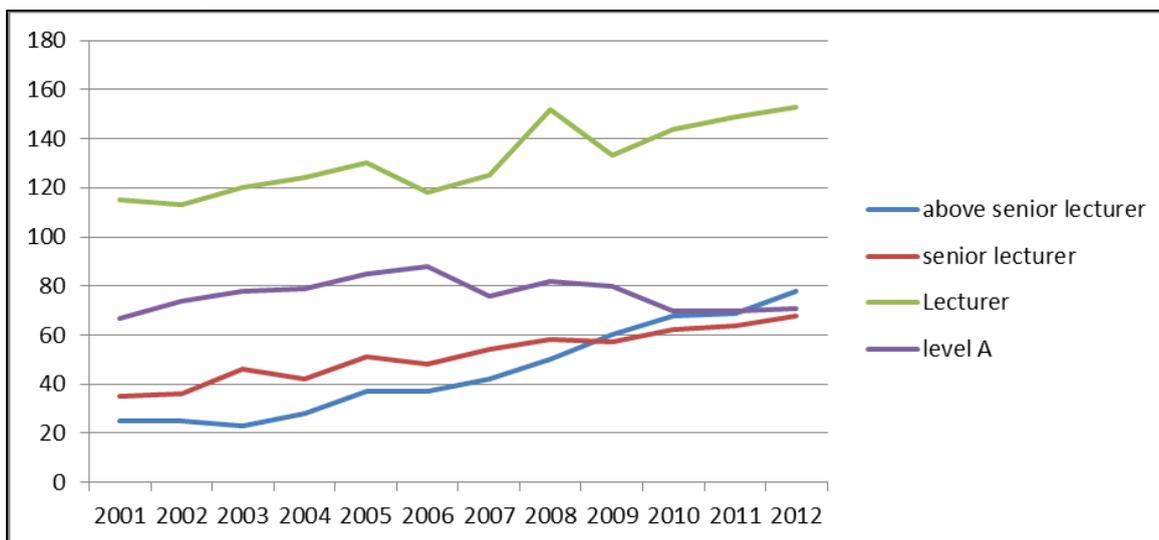
Full implementation of the recommendations of the Australian Indigenous Employment and Education Strategies will continue to result in an increase of Indigenous staff and thus enhance Charles Sturt University’s reputation as a preferred employer for Indigenous Australians. This in turn will have a positive impact upon Indigenous education at Charles Sturt University and its status as the preferred higher education provider for Indigenous students and professionals.

Over the past decade there has been a significant increase in the number of Indigenous Australians employed within the nation’s University sector. Between 2007 and 2016 staff numbers increased from 790 to 1228, bringing the proportion of Indigenous Australian staff in Universities to 1%. This represents an outstanding improvement; however, the proportion of Indigenous staff employed within the nation’s University sector continues to fall well below parity levels (*Department of Education and Training Indigenous Staffing Data, 21 December 2016*).

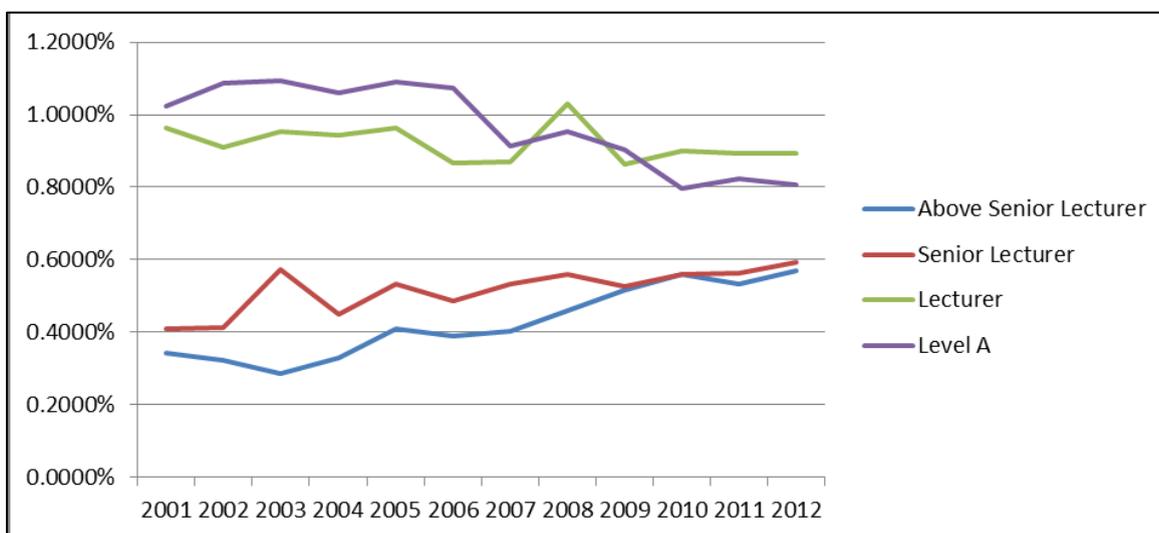
A lack of parity is also reflected in comparative data related to the functions and contractual nature of appointments of Indigenous staff across Australian Universities. The Department of Education and Training 2013 statistics reveal that of the 1172 Indigenous Australians employed in full-time and fractional roles in Australian universities in 2013, 802 (68.4%) were employed as general/professional staff. Of the 370 Indigenous Australian (31.2%) who were employed as academic staff, 32 (1.4%) were employed in ‘teaching only’ roles, 82 (7%) were employed in ‘research only’ roles and 256 (21.8%) were employed in ‘teaching research’ roles.

National data on the level/classification of these staff is not available for 2013, however, the graphs below obtained from a 2012 report ‘Growing the Indigenous Academic Workforce: ATSIHEAC Recommendations to government’ show that, whilst still below parity, Indigenous academic staff, except for Level A staff, have trended upward since 2001. They also indicate that, as a portion of all academic staff, Indigenous academic staff are trending upwards at more senior levels (e.g. senior lecturer & above senior lecturer). The same report shows that distribution across Faculties is approximately: 36% Health and Medicine; 32% Humanities and Social Sciences; 13% Business and Law; 11% Education; and 8% STEM (not health).

Number of Indigenous Academic Staff 2001 -2012 at level



Indigenous academic staff as a proportion of all academic staff at level



Source: “Growing the Indigenous Academic Workforce: ATSIHEAC Recommendations to government” obtained from the DET website 8/05/17.

CSU appointed its first Indigenous Employment Coordinator in 2004 and this position was translated to a full time continuing position. The Indigenous Employment Coordinator is located within the Division of Human Resources with direct line management to the Manager, Diversity and Equity and along with the Indigenous Employment Strategy Advisory Committee, is responsible for the development of the Charles Sturt University Australian Indigenous Employment Strategy.

The Charles Sturt University Australian Indigenous Employment Strategy aims to increase the employment of Indigenous Australians at the University through the development and implementation of strategies including publicity, scholarships options and financial incentives for employees, professional development, support and mentoring, and cultural awareness training for University staff. These aims align with recommendations of the National Higher Education Workforce Strategy developed by the Indigenous Higher Education Advisory Council (2016) that, in order to recruit and retain Indigenous staff, Universities need to develop and implement programs and strategies specifically designed to support Indigenous staff members and capacity-build the next generation of Indigenous academic leaders.

Whilst the University has not been successful in reaching its target of 3% Indigenous Australian employment to date, it has made commendable progress towards reaching this goal. The implementation of the Charles Sturt University Indigenous Employment Strategy has resulted in an increase in the number of Indigenous staff employed across the University from 0.8% in 2004 to 2.5% in March 2016 (3.5% professional staff and 1.3% academic staff), bringing the total number of Indigenous Australian staff 56.

Full implementation of the recommendations of the Australian Indigenous Employment and Education Strategies will continue to result in an increase of Indigenous staff and thus enhance Charles Sturt University's reputation as a preferred employer for Indigenous Australians. This in turn will have a positive impact upon Indigenous education at Charles Sturt University and its status as the preferred higher education provider for Indigenous students and professionals.

11. Governance and Management of the Charles Sturt University Indigenous Education Strategy

The success of the Indigenous Education Strategy, as measured by the achievement of the five key performance indicators, requires a ‘whole of University’ response. Aspects of the Strategy are being reflected in other planning and strategy documents of the University, for example:

- CSU Research Narrative – very explicitly acknowledges an Indigenous focus in all areas: People – Communities – Environments;
- 2017-2022 CSU Strategic Direction – has emphasised the distinctiveness of the CSU curriculum which includes the adoption of Indigenous Cultural Competence as a graduate learning outcome. Together with other complementary strategies, this will transform quality and distinctiveness of the CSU degree.

Because of the policy and financial implications of the Strategy, it needs to be considered and endorsed not only by the Academic Senate, but also by the Vice-Chancellors Leadership Team (VCLT) and the University Council.

The Indigenous Education Steering Committee (IESC) will oversee the development, coordination and evaluation of the Strategy, and monitor the performance indicators. This Committee, through its Chair, the Deputy Vice-Chancellor (Research, Development and Industry), will report directly to the VCLT. The Membership and Terms of Reference for the Committee is available from [here](#).

From time to time the IESC may form working groups, or request working groups to be formed, for the purposes of furthering the work of the Indigenous Education Strategy.