# UNIVERSITIES AUSTRALIA

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# Guiding Principles for Developing Indigenous Cultural Competency in Australian Universities

## October 2011

Further inquiries should be made to the Chief Executive Officer:

# Contents

# Executive Summary

This document is intended to provide a practical guide for Australian universities to develop their programs and processes regarding Indigenous cultural competency theory and practice. It is a distillation of the findings of the larger Universities Australia-Indigenous Higher Education Advisory Council (IHEAC) project on *Indigenous Cultural Competency in Australian Universities*, particularly the *National Best Practice Framework for Indigenous Cultural Competency in Australian Universities* report.

This paper presents five general Guiding Principles for developing cultural competency within the university environment, as well as a number of more detailed recommendations for specific activities and a range of existing best practice examples to demonstrate the range of activities already being undertaken by universities. The Guiding Principles relate to the themes of:

1. University Governance

2. Teaching and Learning

3. Indigenous Research

4. Human Resources

5. Community Engagement

The Recommendations are not designed to be prescriptive and the intention is for institutions to adopt or amend them to suit their own individual situation, focus and style of operation. For some universities the material will be very familiar. For others, this paper may present new ideas and offer assistance in developing policies and programs of their own.

This paper does not present detailed arguments and evidence for the Guiding Principles. Such information can be found in the full report from the UA-IHEAC project and on the associated website.

# Acknowledgements

Indigenous Higher Education Advisory Council

# The National Best Practice Framework for Indigenous Cultural Competency in Australian Universities

In 2009 Universities Australia, in collaboration with the Indigenous Higher Education Advisory Council (IHEAC), obtained support and grant funding from the Department of Education, Employment and Workplace Relations (DEEWR) to undertake a two year project on *Indigenous Cultural Competency in Australian Universities*. The aim of the project was to provide the Australian higher education sector with a best practice framework comprising the theoretical and practical tools necessary to embed Indigenous cultural competency at the institutional level to provide encouraging and supportive environments for Indigenous students and staff, whilst providing non-Indigenous graduates with the knowledge and skills necessary for providing genuinely competent services to the Australian Indigenous community.

The National Best Practice Framework for Indigenous Cultural Competency in Australian Universities is founded upon the premise that a fundamental pre-condition for the development of Indigenous cultural competence and long-term sustainable change is a sector-wide commitment to:

- the review and implementation of appropriate accountability and reporting structures, policies and procedures;
- cultural competency training of university staff;
- increasing institutional engagement with Indigenous communities and organisations;
- Indigenisation of the curriculum within sound pedagogical frameworks;
- pro-active provision of support and services to Indigenous students and staff; and
- the widening of Indigenous involvement in the life and governance of the university through the inclusion of Indigenous cultures and knowledge as a visual and valued part of university life and decision-making.

The findings of the National Best Practice Framework align with and enable the vision and goals for Indigenous higher education of the Indigenous Higher Education Advisory Council (2007), the World Indigenous Nations Higher Education Consortium (2007), the *Vision for 2020* of the Review of Australian Higher Education (2008).

# Defining Cultural Competence

For the purposes of this document the following definition of cultural competence in relation to the Australian higher education sector is used.

> *Student and staff knowledge and understanding of Indigenous Australian cultures, histories and contemporary realities and awareness of Indigenous protocols, combined with the proficiency to engage and work effectively in Indigenous contexts congruent to the expectations of Indigenous Australian peoples.*

Cultural competence includes the ability to critically reflect on one's own culture and professional paradigms in order to understand its cultural limitations and effect positive change.

Indigenous cultural competence requires an organisational culture which is committed to social justice, human rights and the process of reconciliation through valuing and supporting Indigenous cultures, knowledges and peoples as integral to the core business of the institution. It requires effective and inclusive policies and procedures, monitoring mechanisms and allocation of sufficient resources to foster culturally competent behaviour and practice at all levels of the institution.

# Guiding Principles for Developing Indigenous Cultural Competency in Australian Universities

This document provides a practical summary of the findings of the National Best Practice Framework and is intended to assist Australian Universities through the provision of a number of key Guiding Principles identified as being central to the development of successful cultural competency policies and operations. It does not discuss the evidence behind the Guiding Principles beyond providing a short summary rationale. Those who are interested in examining the evidence more closely are directed to the full report.

The Guiding Principles provide the higher education sector with a framework for embedding Indigenous cultural competencies within and across the institution in sustainable ways which engender reconciliation and social justice by enabling the factors that contribute to social, economic and political change.

The Guiding Principles of the National Best Practice Framework for Indigenous Cultural Competency in Australian Universities are presented under the five themes of:

1. University Governance

2. Teaching and Learning

3. Indigenous Research

4. Human Resources

5. Community Engagement

The five Guiding Principles are supported by a number of Recommendations and various examples of Best Practice taken from the Australian higher education sector.

The Recommendations are not intended to be prescriptive and are provided to assist institutions in developing their own individual response to advance Cultural Competency. However, institutions are encouraged to consider the Recommendations closely and adopt such of them as are appropriate for their own institutional planning.

The Best Practice examples are provided as an indication of the range of activities being undertaken across the sector that align with each Guiding Principle, and include both established policies and as well as several in-train developments that highlight different approaches to the same issue. They are not intended to be an exhaustive list but are based on responses received as part of the Indigenous Cultural Competency Project gained through sector surveys undertaken in November 2009, December 2010 and February 2011. There will be other examples within the sector and the examples given may have been amended or superseded in the intervening time. Universities are encouraged to contact the institutions listed in the examples for the latest information on best practice examples and to share experiences.

Both this report and its longer counterpart can be found on the Indigenous Cultural Competency website, along with further examples of Best Practice and other resources.

# Governance and Management

Governance structures in universities that have meaningful involvement of Indigenous staff in decision-making in at least their vertical structure have a much better chance of succeeding in all areas of Indigenous operations, including student outcomes.

On this basis, the Guiding Principle for Governance and Management is:

## Indigenous people should be actively involved in university governance and management

The following recommendations and examples can assist Australian universities in implementing this Guiding Principle.

Recommendation 1:    Embed the Guiding Principles of the National Best Practice Framework for Indigenous Cultural Competency in Australian Universities.

Recommendation 2:    Make Indigenous appointments at Senior Executive, Director and Managerial levels to lead Indigenous education.

Recommendation 3:    Provide for Indigenous representation on university governing bodies, including Council, Academic Senate, Faculty Board(s) and Committees.

Recommendation 4:    Establish protocols and procedures for seeking Indigenous representation on university governing bodies, Boards and Committees.

Recommendation 5:    Create a framework for regular and robust reporting of Indigenous staff and student outcomes.

Recommendation 6:    Include Indigenous student and staff outcomes in the Key Performance Indicators of University organisational units and senior staff.

Recommendation 7:    Create Strategies and Plans to address and enable the university's Indigenous Education Strategy, and Mission Statements and Corporate documents which are inclusive of Indigenous Australian peoples and cultures.

## Examples of Best Practice

### Inclusion of Senior Indigenous Leadership in University Governance

*Example 1:*

At the time of writing, three universities had senior Indigenous appointments at Pro Vice-Chancellor (Charles Darwin University; The University of Queensland) or Deputy Vice-Chancellor level (University of Sydney).

*Example 2:*

Charles Sturt University has employed a collective Indigenous senior leadership model comprising the Special Advisor of Indigenous Affairs, Chair of Indigenous Education, Director of the Centre for Indigenous Studies and Manager of Indigenous Student Services.

## Inclusion of Indigenous peoples in University Governance

*Example 1:*

Charles Sturt University has Indigenous representation on all peak  governing bodies, including Council, Academic Senate, Senior Executive, all Faculty Boards and Human Research Ethics Committee, as well having an Indigenous Education Strategy Coordinating Group and an Indigenous Board of Studies which is the formal quality assurance and approval body for all subjects and courses with Indigenous Australian content. The university has an established procedure for seeking Indigenous representation through the CSU Act and Indigenous Education Strategy which ensures Indigenous representation at all levels of university governance.

*Example 2:*

The University of Melbourne has two academic Indigenous Chairs who are members of Academic Board and an Adviser to the Vice Chancellor on Indigenous matters. There is an Indigenous Affairs Advisory Committee as a Committee of Council. There is Indigenous representation on Indigenous Teaching and Learning Sub-Committees and on the Academic Programs Committee, a University staff and Student Equity group, and an Indigenous Scholarship and Awards Committee. Senior Indigenous academic leaders hold various Board positions within the university. The university also has an Institute for Indigenous Development.
See: http://www.unimelb.edu.au/unisec/iaac.html - Indigenous Affairs Advisory Committee
See: http://www.murrupbarak.unimelb.edu.au/content/pages/about-murrup-barak - Murrup Melbourne Institute for Indigenous Development

*Example 3:*

Macquarie University has appointed an Aboriginal and Torres Strait Islander representative to the University Council. The current term ends in December 2011.

*Example 4:*

University of Technology, Sydney targets places for qualified Indigenous people to participate in major and strategically significant committees, advisory groups and working parties, this includes committees, advisory groups and working parties which are not specifically Indigenous, including the Academic Board, the Research Ethics Committee, Scholarships Committee and the External Engagement Meeting Group.

*Example 5:*

The University of Wollongong has Indigenous representation on the Academic Senate, the University Research Committee, the Research Ethics Committee and the Indigenous Education and Employment Consultative Committee.

*Example 6:*

The Dean of the School of Indigenous Studies at the University of Western Australia is a member of the University's key decision-making bodies including the Academic Council, the Academic Board,

Planning and Budget Committee, the Senior Managers' Group, the Vice Chancellor's Advisory Group and various working parties and committees that are established.

## Inclusion of Indigenous Key Performance Indicators for organisational units and senior staff

*Example 1:*

The University of Newcastle has the following Key Performance Indicators linked to senior management performance:
- An environment free from racism
- Improve access to higher education for Indigenous peoples
- Improve educational outcomes for Indigenous peoples
- Attract and retain Indigenous staff
- Linking Indigenous issues to teaching curricula

See:
http://www.newcastle.edu.au/Resources/Divisions/Academic/Planning%20Quality%20and%20Reporting/Planning/2011-2015%20Council%20Approved%20Strategic%20Plan.pdf

*Example 2:*

Charles Sturt University has a comprehensive Indigenous Education Strategy containing five major Key Performance Indicators that involve a whole institutional commitment to improving outcomes in Indigenous education which are linked to organisational units and senior staff performance. Indigenous staff and student outcomes are reported through the institution's Indigenous Education Strategy Coordinating Group, Indigenous Employment Strategy Committee, EO/AA and Equity and Diversity Committees and the University's annual report to DEEWR.

*Example 3:*

At The University of Melbourne Key Performance Indicators are included in the Staff Equity and Diversity Framework and for university-wide planning. The reporting of Indigenous staff and student outcomes is managed through the newly established Melbourne Institute for Indigenous Partnerships, the Indigenous Education statement to DEEWR and through the annual stocktake to Councils and the Equity committee.

*Example 4:*

A Key Performance Indicator at Queensland University of Technology for the 2011-16 period is the share of domestic undergraduate students who are Indigenous. This is linked to senior management performance and the target is to lift Indigenous student representation to 1.5 per cent of the student population by 2016.

*Example 5:*

"Indigenous Education" is included in the University of Western Australia's Vice-Chancellor's performance indicators.

## Inclusion of Indigenous Education Strategies and Reconciliation Action Plans

*Example 1:*

Charles Sturt University has a comprehensive Indigenous Education Strategy which aligns the university's Indigenous Education policies and activities with national Indigenous Education policies,

recommendations and guidelines, and which implements the university's Vision and Key Objectives for Indigenous Education.
See: http://www.csu.edu.au/faculty/educat/cfis/docs/csu-indigenous-education-strategy.pdf

*Example 2:*

The University of Ballarat's Reconciliation Action Plan (RAP) has been identified by the Australian Universities Quality Agency (AUQA) as an example of good practice. The RAP provides the university with an opportunity to expand and to strengthen current activities and to develop new initiatives through a co-ordinated, university-wide approach. The RAP's actions and targets are monitored and reviewed annually as part of the university's policy, planning and reporting cycle.

*Example 3.*

Southern Cross University's RAP provides the university with a framework for enabling the university's commitment to the process of reconciliation by creating opportunities to improve social and economic outcomes for Aboriginal and Torres Strait Islander peoples.
See: http://www.usc.edu.au/University/AbouttheUniversity/Governance/Policies/RAP20092011.htm

*Example 4:*

Queensland University of Technology is currently developing a Reconciliation Action Plan (RAP) in consultation with Reconciliation Australia. The RAP will have four priority areas: Including Indigenous perspectives in courses; increasing the number of Indigenous researchers and academic staff; ensuring all staff have an understanding of Indigenous perspectives; and increasing QUT's engagement with Indigenous people and their involvement in decision-making.

# Teaching and Learning

Given the general historical lack of Indigenous education provided to university students, including academics, the development and delivery of high quality culturally inclusive professional education is reliant upon the cultural competency training of academic staff, particularly in relation to culturally sound pedagogies for teaching Indigenous students and Indigenous Studies effectively.

Producing graduates invested with the foundational knowledge, skills and attributes of Indigenous cultural competency derived from high quality culturally inclusive professional education if Australia will help to close the gap in the socio-economic disparity experienced by the majority of Indigenous Australians.

On this basis, the Guiding Principle for Teaching and Learning is:

## All graduates of Australian universities should be culturally competent

The following recommendations and examples can assist Australian universities in implementing this Guiding Principle.

Recommendation 1:     Embed Indigenous knowledges and perspectives in all university curricula to provide students with the knowledge, skills and understandings which form the foundations of Indigenous cultural competency.

Recommendation 2:     Include Indigenous cultural competency as a formal Graduate Attribute or Quality.

Recommendation 3:     Incorporate Indigenous Australian knowledges and perspectives into programs according to a culturally competent pedagogical framework.

Recommendation 4:     Train teaching staff in Indigenous pedagogy for teaching Indigenous Studies and students effectively, including developing appropriate content and learning resources, teaching strategies and assessment methods.

Recommendation 5:     Create reporting mechanisms and standards which provide quality assurance and accountability of Indigenous Studies curricula.

## Examples of Best Practice

### Inclusive Teaching and Learning Frameworks

*Example 1:*

The University of South Australia implemented a policy in 2004 which mandated the incorporation of Indigenous content into all undergraduate programs by 2010, with a pedagogical framework to guide the development of curricula. Program Approval processes require reporting of details of where and how Indigenous perspectives are included in the curriculum. This is expressly built into Program Approval templates along with verification details.

While the university has not achieved its goal of incorporation of Indigenous perspectives into all its undergraduate programs by 2010, it has achieved an incorporation rate of 61%. See: http://www.unisa.edu.au/ducier/icup/default.asp

*Example 2:*

Charles Sturt University implemented policy at the end of 2008 mandating the incorporation of Indigenous content into all onshore undergraduate programs by 2015. The university has a pedagogical framework for curriculum development and knowledge assessment and is currently in the process of developing a graduate attribute and program reporting templates. The university has established an Indigenous Board of Studies as the formal approval and quality assurance body for Indigenous content to ensure cultural appropriateness and accountability. It has recently implemented a policy requiring all staff to undergo cultural competency training, including, for academic staff, training in pedagogies for teaching Indigenous students and Indigenous Studies content effectively. CSU has an Indigenous Curriculum and Pedagogy Coordinator to work with Schools and Faculties on the incorporation of Indigenous perspectives and knowledges.

*Example 3:*

Curtin University of Technology is currently developing a framework for cultural competent curricula within the university. The *Mooditj Katitjiny: Indigenising the Curriculum Project* at the Centre for Aboriginal Studies is one of the key initiatives of the university's RAP, and uses a cultural competency model informed by the work done at the University of South Australia. The project has developed a matrix from cultural awareness to cultural competency along one axis and from knowledge to skills along the other. See: http://karda.curtin.edu.au/home/

*Example 4:*

Griffith University is developing a whole-of-university approach to inclusive Aboriginal and Torres Strait Islander education. The goals of this initiative include the development of a culturally appropriate Indigenous curriculum and its implementation into degree programs, the development of culturally sensitive learning and teaching strategies and appropriate research protocols. See: http://www.griffith.edu.au/about-griffith/aboriginal-torres-strait-islander-first-peoples

*Example 5:*

James Cook University is working towards embedding Indigenous Perspectives in the Curriculum across its faculties. The Faculty of Arts, Education and Social Sciences mandates that every student enrolled in a degree course within the faculty must complete at least one Indigenous subject taught by an Indigenous lecturer. The Faculty of Medicine, Health and Molecular Science has established strong foundations for the inclusion of Indigenous perspectives in the development and delivery of curriculum. The Faculty of Law, Business and Creative Arts is currently undertaking a project to address similar initiatives, and the Faculty of Science, Engineering and Information Technology has commenced an exploration of this agenda.

*Example 6:*

From 2012 Macquarie University will offer a Masters of Indigenous Education, which will provide students with critical knowledge and frames of engagement to understand policies, practices and issues that relate to Indigenous education, taking account of how Indigenous histories have shaped contemporary context and thinking.

*Example 7:*

The Monash Indigenous Centre (MIC) offers a range of units and courses at the undergraduate, honours and postgraduate levels that aim to encourage students to understand the past and contemporary experiences of Indigenous Australians. Students acquire a general knowledge of many different aspects of Australian Indigenous cultures and of how these cultures have undergone change and adaptation.

*Example 8:*

The University of Western Australia has developed mandatory Indigenous curriculum in key professional courses including education, social work, medicine, nursing and health. The University promotes best practice by ensuring Indigenous academic staff in the School of Indigenous Studies (SIS), the Centre for Aboriginal Medical and Dental Health (CAMDH) or within the relevant faculty are involved in the development and delivery of mandatory Indigenous curriculum. The engagement of Aboriginal community speakers and Aboriginal service providers within these courses is seen as a key component in appropriate curriculum delivery. Indigenous staff are included on Teaching and Learning committees and other bodies responsible for curriculum development which promotes consultation and inclusion of Indigenous voices in presenting Indigenous issues. The UWA Academic Council requires all new course proposals that include Indigenous issues to be signed off by the Dean of SIS prior to submission, to ensure Indigenous engagement in curriculum development. From 2012, the University is implementing Indigenous studies across the University. This will include an introductory online unit, *Indigenous Studies Esssentials*, that will be mandatory for all new students.

*Examples:*

Section 3 of the Indigenous Education Strategy of the University of Technology, Sydney, sets out a number of across-University curriculum related initiatives, corresponding success indicators and senior staff accountabilities. It is monitored by a sub-committee of the Vice-Chancellor's Indigenous Strategies Committee.

## Inclusion of Training for Academic Staff in Indigenous Pedagogy

*Example 1:*

Charles Sturt University has introduced a requirement that all staff undertake formal (and assessable) Indigenous Cultural Competency training which includes peer review in learning and teaching, and strategies and protocols for effective teaching of and engagement with Indigenous students. CSU has a comprehensive website to support this professional development in relation to effective methods for teaching Indigenous students and incorporating Indigenous content and resources into subjects and professional programs in a pedagogically sound way. CSU is also implementing various recommendations of its Indigenous Education Strategy to further support this, including mechanisms to ensure Indigenous curricula is designed and taught by Indigenous or culturally trained staff.

*Example 2:*

Griffith University Academics currently receive professional development to support students from diverse backgrounds, including awareness of and respect for the values and knowledges of Aboriginal and Torres Strait Islander people. Advice is given to academic staff on Indigenisation of the curriculum and appropriate pedagogical approaches for embedding Indigenous perspectives into the curriculum.

*Example 3:*

The Ngarara Willim Centre of RMIT University contributes to a number of professional development training workshops for staff including Understanding Indigenous Perspectives, Teaching Culturally and Linguistically Diverse Students, Understanding Names and Different Cultures, and Supporting Student Transition, particularly for staff who teach Indigenous students.

## Inclusion of an Indigenous Australian Graduate Attribute

*Example 1:*

The University of Western Sydney has an Indigenous Australian Graduate Attribute titled 'Indigenous Australian Knowledge'. This graduate attribute encompasses four elements: knowledge base; communication; social and cultural; and leadership and partnership. See: http://policies.uws.edu.au/download.php?id=189

*Example 2:*

Griffith University has recently completed an 18-month review of its Graduate Attributes. This review has sought input from the Aboriginal and Torres Strait Islander Working Party and Reference Group, and incorporated a new generic attribute relating specifically to Indigenous cultural competence: *"Awareness of and respect for the values and knowledges of Australian Aboriginal and Torres Strait Islander First Peoples."*

*Example 3:*

Knowledge and appreciation of Indigenous cultures is incorporated into Attribute Seven of the University of New England's Graduate Attributes. Attribute 7: Social responsibility. See: http://www.une.edu.au/policies/pdf/graduateattributes.pdf

*Example 4:*

The University of South Australia has specific Indigenous indicators in three of seven Graduate Qualities. Program teams are required to advise which courses develop specific Graduate Qualities and this information is contained in Course information booklets. See: http://www.unisa.edu.au/gradquals/default.asp

*Example 5:*

One of the University of Melbourne's five graduate attributes makes specific reference to respecting Indigenous knowledge, cultures and values.

# Indigenous Research

Australian universities are lagging behind universities in countries such as New Zealand and Canada in their commitment to Indigenous research and culturally sound models and protocols of practice.

Culturally competent research relies on having established mechanisms in place to ensure that research is culturally safe and of benefit to Indigenous peoples and the community from which the research is drawn. It requires the encouragement and practical support of promising Indigenous students and staff to engage in research and develop their research skills, and an institutional recognition that Indigenous research is an important and vital part of the overall research strategy

On this basis, the Guiding Principle for Indigenous Research is:

## University research should be conducted in a culturally competent way that empowers Indigenous participants and encourages collaboration with Indigenous communities

The following recommendations and examples can assist Australian universities in implementing this Guiding Principle.

| Recommendation 1: | Create an adequately funded Indigenous Research Strategy to build Indigenous research capacity. |
|---|---|
| Recommendation 2: | Appoint an Indigenous senior executive or Professorial level position to lead and coordinate Indigenous research in areas of institutional strength. |
| Recommendation 3: | Identify Indigenous issues as key research themes within the university |
| Recommendation 4: | Create mechanisms, guidelines and protocols to ensure that Indigenous research and research with Indigenous participants is culturally safe and methodologically sound. |

## Examples of Best Practice

**Inclusion of Indigenous issues as key research themes within the university**

*Example 1:*

At Charles Darwin University Indigenous issues are a key research theme within all areas of research focus This approach allows for the development of a whole-of-institution engagement in, and responsibility for, Indigenous research which helps increase cross-faculty/discipline collaborations and also provides opportunities to identify and capacity build early career Indigenous researchers.

*Example 2:*

Several Research Centres at Flinders University undertake Indigenous research, including the Centre for Remote Health, Northern Territory Clinical School and Cooperative Research Centre for Aboriginal Health. In addition, Flinders Indigenous researchers are aligned to Areas of Strategic Research Investment (ASRI). The University provides core funding support for ASRIs in a number of areas

directly relevant to Indigenous peoples including Cultural Heritage; Educational Futures; Psychology; Health, Equity and Society.

*Example 3:*

Indigenous issues are embedded as a key research theme for all Centres and Divisions of the University of South Australia, most strongly in the Divisions of Health Sciences; Education, Arts and Social Sciences; Education; and Communication.

*Example 4:*

The University of New South Wales has several centres within Faculties that undertake Indigenous research, including the Nura Gili Indigenous Programs, the Indigenous Policy and Dialogue Research Unit, the Social Policy Research Centre, the Indigenous Law Centre, the Muru Marri Indigenous Health Unit and the Rural Health Unit.

*Example 5:*

The Kulbardi Centre of Murdoch University has key research partnerships with other research areas in the university, including the Centre for Social and Community Research (CSCR) & Murdoch Link. Kulbardi Productions has external Indigenous research project partnerships with external community and, business and government organizations.

## Inclusion of mechanisms to ensure that research in Indigenous subjects is culturally safe and appropriate

*Example 1:*

The University of New England has an ethics panel devoted to Aboriginal and Torres Strait Islander research. The *Panel on Ethical Research Involving Aboriginal & Torres Strait Islanders* (PERATSI) is a sub-committee of the Human Research Ethics Committee (HREC). The primary focus of the PERATSI is to provide advice to the HREC on those aspects of research proposals involving Aboriginal or Torres Strait Islander people or communities. It is Chaired by the Director of the Oorala Centre.

*Example 2:*

All Indigenous related research requiring ethical approval at Flinders University is submitted to the Director of the Yunggorendi First Nations Centre for Higher Education and Research for comment and approval to ensure that research in Indigenous subjects is culturally safe and employs culturally appropriate methodologies and processes.

*Example 3:*

At the University of South Australia all ethics applications involving Indigenous research at the institution are referred to the David Unaipon College of Indigenous Education and Research for comment and approval to ensure that research in Indigenous subjects is culturally safe and employs culturally appropriate methodologies and processes.

*Example 4:*

At Charles Sturt University all research involving human participants must be approved by the Human Research Ethics Committee (HREC). The HREC has senior Indigenous representation to ensure accountability and the employ of culturally safe and appropriate methodologies. Charles Sturt University is establishing an Indigenous Research Expert Panel (IREP) as a sub-committee of the

HREC, and developing an Indigenous Research Strategy containing policies, protocols and procedures for Indigenous research.

*Example 5:*

At the University of Technology, Sydney, research involving human subjects must be approved by the UTS Human Research Ethics Committee. An Indigenous researcher from the Jumbunna Indigenous House of Learning Research Unit is a member of the Committee.

# Human Resources

Indigenous people are greatly under-represented as employees of Australian universities at all levels. Staff numbers in 'teaching', 'research and teaching' and other general positions need to increase by a factor of between two to three to reach population parity, while staff numbers in 'research only' roles need to increase by a factor of over six.

This under-representation sends a negative message to students and employees, both Indigenous and non-Indigenous, about the place of Indigenous people within higher education, undermines other strategies aimed at improving Indigenous student participation and completion rates and robs the higher education sector of a valuable educational resource.

On this basis, the Guiding Principle for Human Resources is:

## Indigenous staffing should be increased at all appointment levels and, for academic staff, should cover a wider variety of academic fields

The following recommendations and examples can assist Australian universities in implementing this Guiding Principle.

| | |
|---|---|
| Recommendation 1: | Develop an Indigenous Employment Strategy which contains Key Performance Indicators and strategies to recruit and appoint Indigenous staff across all academic faculties and general divisions of the university to achieve population parity, both in number and level of classification. |
| Recommendation 2: | Appoint an Indigenous Employment Coordinator to lead and coordinate Indigenous employment. |
| Recommendation 3: | Identify programs that target recruitment of Indigenous staff across all levels and classifications. |
| Recommendation 4: | Establish programs for the career development of Indigenous staff. |
| Recommendation 5: | Develop processes to encourage promising Indigenous students and staff into research training. |
| Recommendation 6: | Develop induction processes which include Indigenous cultural competency training for all new staff. |
| Recommendation 7: | Provide professional development opportunities for university staff in advanced Indigenous cultural competency. |
| Recommendation 8: | Train senior management to support and work effectively with Indigenous staff and trainees. |
| Recommendation 9: | Create Indigenous staff awards which celebrate and reward the achievements and contributions of Indigenous academic and general staff. |

# Examples of Best Practice

## Inclusion of identified programs that target recruitment of Indigenous staff

*Example 1:*

The University of New South Wales has developed an Indigenous Traineeship Program as part of the university's Indigenous Employment Strategy. The traineeship program is a two year program that involves one year of formal training through TAFE at Certificate III level and one year of internship at the university. The training is fully funded by Nura Gili, while the second year costs are split between Nura Gili and the department the trainee is employed in.

*Example 2:*

The University of New England's *Aroonba Yanaaya* Indigenous Employment Strategy seeks to provide employment and career development opportunities. Its Goals and Strategies include the development of UNE as a desirable employer for Indigenous people, the retention of Indigenous staff through improvements to the work environment and career pathways, as well as support mechanisms for professional development and further training.

*Example 3:*

The University of Melbourne is developing formal Indigenous Workforce Programs as part of its larger internship and work experience program. The university has identified as priorities the targeting of Indigenous applicants for all job vacancies, the increased distribution of Indigenous staff throughout the university and community outreach programs to raise awareness of the university as a desirable employer.

*Example 4:*

The University of South Australia has an Indigenous Employment Strategy which was developed in line with the University's Academic and Professional Staff Collective Agreement. The Employment Strategy has an employment target of 2% Indigenous staff employment and recommends a number of recruitment strategies for achieving this target including a Graduate Employment Program. The University also has a Consultant: Indigenous Employment and Development position which was established in 2001 to facilitate the Strategy.

*Example 5:*

The University of Western Sydney's Indigenous Employment and Engagement (IE&E) Strategy's key focal areas are leadership and role modelling, and 14% of Indigenous staff are Senior Staff of level 10 or above. The implementation model for the project is commercial in objectives & outcomes; care has been taken to build the IE&E Office within a culturally sensitive framework. The Office makes much use of multimedia and social networking.

*Example 6:*

As part of its Indigenous Australian Employment strategy, Charles Sturt University has developed policies and procedures designed to increase the number of Indigenous staff employed in continuing and training positions to at least 3% by 2011. The university actively targets the recruitment of Indigenous staff to academic, general and managerial positions. The University has had since 2005 a traineeship program co-ordinated by its Indigenous Employment Coordinator. In 2008 the university introduced the Indigenous Employment Incentive Scheme to encourage the take up of Indigenous Staff into Level 4 positions and above in mainstream roles.

*Example 7:*

Flinders University has an Employment Strategy for Indigenous Australians (ESIA). The aim of the ESIA is to improve the representation, participation and retention of Indigenous Australian people within the university. In particular, the ESIA seeks to empower Indigenous staff to determine their own career strategies, goals and objectives.

*Example 8:*

The Griffith University Indigenous Employment Strategy (IES) aims for 2.4% employment of Indigenous Australians in continuing positions against the whole University staff population. As part of this the university has committed funding specifically for the recruitment of early career Indigenous academics into continuing positions.

*Example 9:*

At Charles Darwin University the People Management and Development Indigenous Employment Consultants coordinate Indigenous Apprenticeship Programs, Indigenous Cadetship Programs and Indigenous Work Experience Programs.

The Indigenous Apprenticeship Program targets entry level general staff in diverse positions across the University and combines on-the-job training and study of a nationally recognised certificate.

The Indigenous Cadetship Program targets students who can undertake an undergraduate degree and provides them with financial assistance to study full-time.

The Indigenous Work Experience Program targets year 10 Indigenous high school students. CDU provides exposure to University life, study opportunities and practical work experience in the diverse areas of the University.

*Example 10:*

Queensland University of Technology's Indigenous Employment Strategy (IES), developed in collaboration with Indigenous staff, has been successful in developing and strengthening partnerships with Aboriginal and Torres Strait Islander people, community based organisations, and other external organisations. The University employs an Indigenous Employment Advisor who works with Human Resources and a dedicated Reference Group to develop operational strategies for increasing the number of Indigenous Australians employed at QUT.

*Example 11:*

The University of Southern Queensland is currently initiating the development and subsequent approval of an Aboriginal and Torres Strait Islander Traineeship Program as part of the Aboriginal and Torres Strait Islander Career Development and Employment Strategy. It is envisaged that the traineeship program will involve 12 months formal training at a Certificate III level through a registered training organisation combined with a work placement within the University.

*Example 12:*

The University of Technology, Sydney, has developed the Wingara Indigenous employment strategy which focuses on increasing Indigenous staff representation across all areas and levels. This strategy incorporates programs such as undergraduate cadetships, postgraduate internships, and graduate recruitment programs

The Vice-Chancellor has mandated that each faculty and division should appoint at least one Indigenous person per annum, in either academic or professional support roles

*Example 13:*

Australian Catholic University's Indigenous Employment Strategy (IES) 2009-2011, developed consultatively through the Indigenous Employment Strategy Steering Committee and endorsed by the University's Executive Planning Group, states that the University will work toward an Indigenous staff participation rate equal to the Indigenous student participation rate, and includes goals to explore and implement programs such as traineeships and cadetships, and the implementation of an orientation and support plan for new and existing Indigenous staff members and their supervisors that will facilitate career development and promote a culturally staff work environment.

The University has identified as priorities the targeting of Indigenous applicants for all job vacancies, the increased distribution of Indigenous staff throughout the university and community outreach programs to raise awareness of the university as a desirable employer. The University has set a target of 3% Indigenous employment.

## Inclusion of established programs for the development of Indigenous staff, such as study leave, mentoring and general staff awards

*Example 1:*

The University of South Australia's Professional Development of New Indigenous Staff Initiative allocates funding to the local area to support a customised development program for a new Indigenous staff member, calculated as 20% of the employee's base salary plus on-costs at the time of appointment. This is a one-off allocation (not annual) that is used to support professional development activities for up to three years. Guidelines ensure consistency of practice and provide a basis to assure Aboriginal communities, and Indigenous stakeholders, that the University is meeting the goals of its mission and Act.

*Example 2:*

The University of Western Sydney's Academic and General Staff Enterprise Agreements (at Schedules 9 and 8 respectively) provides for an Indigenous Australian Employment Strategy. UWS staff development policy allocates the equivalent of 2% of each cost centre's salaries budget for staff development. This ensures sufficient funding to enable staff development related to Indigenous education, cultural awareness and professional development for Indigenous staff. The Professional development policy also contains study leave provisions and details on Individual Professional Development Plans.

## Inclusion of processes to encourage research training by promising Indigenous students and staff

*Example 1:*

The University of South Australia provides Indigenous staff with additional professional development and other funding to capacity-build early career researchers, conducts regular research seminars for staff and students, and has an established email network and website to support its Indigenous research students.

David Unaipon College offers regular research seminars for Indigenous academics to share their research ideas. Opportunities have been provided for less experienced researchers to develop their research methodology and academic writing skills in addition to learning from the experience of more experienced researchers.

In 2009, an Indigenous Visiting Scholars Program was also developed and funded by the Vice Chancellors Strategic Fund within the David Unaipon College, with seven international Indigenous

Visiting Scholars visiting. In addition, Memorandums of Agreement are being developed with the Universities of South Pacific and Alaska to further create a global community of Indigenous researchers and scholars furthering the Indigenous Knowledges movement.

*Example 2:*

Charles Darwin University has a number of strategies in place, including funded positions for early career Indigenous researchers, the provision of additional funding for professional development for Indigenous staff, scholarships and Postgraduate fellowships. The university employs Indigenous Academic Support Lecturers and provides sponsored Postgraduate Fellowships (funded ¼ sponsor; ¼ CDU Foundation; ¼ CDU Research Panel; ¼ CDU Faculty/School) and bonuses of $5,000 per annum above standard Australian Postgraduate Award rates to successful indigenous applicants. Special consideration is also given to research scholarship applicants from all equity groups (including indigenous).

*Example 3:*

Griffith University has established an Aboriginal and Torres Strait Islander Research Network Coordinator to provide postgraduate research and career support to all Indigenous scholars at the university. The Network has a community-based research focus, including in community-led historical and cultural research. This includes advocating Aboriginal and Torres Strait Islander aspirations for research higher degrees, facilitating pathways for academic career progression, and mentoring emerging researcher-academics. Indigenous undergraduates are mentored by Indigenous academics to support their aspirations and provide opportunities to participate on research projects. Mentoring support extends to early-career academics for learning and teaching (e.g. Indigenising curriculum) and research (e.g. writing internal and external grants, publications).

*Example 4:*

The University of New England has established a Forum for Researchers in Indigenous Issues, chaired by the Pro Vice-Chancellor (Research). The Research Services office provides assistance to Indigenous students and staff of the university, including offering Academic Fellowships, Adjunct Appointments and support and mentorship of Indigenous academics to take advantage of external research funding opportunities.

*Example 5:*

The University of Melbourne provides a Summer School for Indigenous Postgraduate students and has recently created a Professional Certificate/Graduate Certificate in Indigenous Research Training and Practices. The University of Melbourne also offers a number of designated scholarships including University of Melbourne Scholarships, the Centre for Indigenous Education Scholarship, Postgraduate Students in Indigenous Studies Association Scholarship, and the Ormond College Postgraduate Scholarship.

*Example 6:*

The University of Western Sydney ensures Indigenous research students are housed as a critical mass within the university's Research Centres of Excellence to provide a culturally appropriate peer support network. Indigenous research students have access to an Indigenous Postdoctoral Researcher for assistance and support, including the development of the knowledge and skills to apply for competitive Australian Research Council Indigenous Researchers Discovery grants. The university is also active in creating career pathways for promising Indigenous graduates by providing mentorship from Professorial staff to Indigenous Postdoctoral and Research Fellows to create academic career pathways.

*Example 7:*

The Indigenous Postgraduate Student Program run by the School of Indigenous Australian Studies at James Cook University has been recognized by the Australian Learning and Teaching Council in their Program Awards for its significant contributions and success. In The Faculty of Health, a successfully funded 5-year grant from the National Health and Medical Research Council has supported the establishment of a project titled the "Building Indigenous Research Capacity" Project. The project is currently supporting 15 Aboriginal and Torres Strait Islander scholars into research training programs, with 5 of them currently enrolled in PhD programs, with the remaining scholars having established career development plans to achieve the same.

*Example 8:*

RMIT University provides postgraduate sponsorships and scholarships to encourage the increase of Indigenous researchers. The university has established the Koori Cohort of Indigenous Researchers Group (currently 19 Indigenous research students) to provide support and mentorship of Indigenous research students.

*Example 9:*

The Australian Catholic University has introduced Indigenous staff research scholarships, in a bid to facilitate valued Indigenous contributions to learning, research and community engagement. Successful candidates are employed by the University as Academic staff members, and are provided with support and mentoring to develop their teaching and research skills. Scholarship recipients' teaching load is a quarter of a normal academic workload, and as such they are supported with time to complete their doctoral research, while at the same time developing in the teaching and learning area with high levels of support, which includes academic and Indigenous cultural mentoring. The five successful scholarship recipients commenced employment in February 2011, one in each faculty. A review of the program will occur in 2012.

## Inclusion of Indigenous cultural competency training in all staff induction

*Example 1:*

In 2009 Charles Sturt University introduced policy requiring all staff to undertake cultural competency training. Cultural competency training is embedded in induction processes at Certificate IV level (HLTHIR404B Work Effectively with Aboriginal and Torres Strait Islander People).

*Example 2:*

Induction at Charles Darwin University includes compulsory attendance to a 3-hour Cultural Awareness Course and a 1 hour Cultural Diversity Course, regardless of position at the University.

*Example 3:*

The University of Western Australia provides Indigenous cultural competence training sessions for all new teaching staff in its annual induction program, the Foundations of Teaching and Learning program.

**Inclusion of training opportunities provided for staff in cultural competency beyond the induction process**

*Example 1:*

At the University of Melbourne staff are provided with training opportunities for building cultural competency including: advice and information from Indigenous Employment Coordinators; the Introducing Indigenous Matters training course which is run every two months; tailored training courses and mentoring.

*Example 2:*

The University of the Sunshine Coast provides the opportunity for all staff to attend Cross Cultural Competence Workshops through the Student Equity and Diversity Officer.

*Example 3:*

At Edith Cowan University staff are encouraged to participate in Cultural Competency workshops which are offered through Kurongkurl Katitjin.

*Example 4:*

Flinders University offers a cultural inclusive training program: 'Cultural Diversity and Inclusive Practice Tool Kit'. See : http://www.flinders.edu.au/cdip/cdip_toolkit/cdip_toolkit_home.cfm

*Example 5:*

At La Trobe University Indigenous Australian Cultural Issues are included the Equality Staff Development Program (ESDP) which includes online sessions and a half day seminar. The Indigenous Australian component is delivered by Indigenous staff. Successful completion of the ESDP is a compulsory requirement for the promotion process.

*Example 6:*

The Australian Institute of Management have an annex at Charles Darwin University which offers Cultural Awareness Courses and staff may apply to attend this course under staff Professional Development. Under the same scheme they may apply for other cultural competency courses offered outside of CDU that "will contribute to their extension of skills, knowledge and expertise and equip them to contribute more effectively to the furtherance of the University's goals".

*Example 7:*

The University of Southern Queensland currently provides Cross Cultural Issues in Tertiary Education, Cultural Awareness: Managing your Diverse Classroom and Diversity and Engagement training as part of the Human Resources professional staff development program. A proposal for the development and provision of Aboriginal and Torres Strait Islander Cross-Cultural Competency Training is currently being developed for implementation throughout the University.

*Example 8:*

The University of Western Australia offers additional professional development workshops focussed on increasing awareness and cultural competence such as Courageous Conversations About Race (CCAR) and Indigenous Dialogues. As a part of its expanded Indigenous curriculum development initiatives from 2012 the University will establish a system of induction and training to assist staff in teaching Indigenous students, developing Indigenous-focused curriculum materials and researching Indigenous communities.

### The National Indigenous Higher Education Workforce Strategy

The Guiding Principle for human resources, and the Recommendations attached to it, is closely aligned with the National Indigenous Higher Education Workforce Strategy (NIHEWS), prepared by the Indigenous Higher Education Advisory Council and released in June 2011. The NIHEWS, which has been endorsed by Universities Australia, provides a wide-ranging and detailed template for increasing the number and quality of Indigenous staff within Australian universities.

The NIHEWS is available online at:
http://www.deewr.gov.au/Indigenous/HigherEducation/Programs/IHEAC/Documents/NIHEWS.pdf

# Community Engagement

Meaningful engagement with Indigenous communities and organisations beyond the university is the primary foundation for building Indigenous cultural competency in university governance, teaching and learning, research and human resources.

Universities also have an important role in disseminating cultural competency practice and attitudes through to its non-Indigenous communities.

On this basis, the Guiding Principle for Community Engagement is:

## Universities should operate in partnership with local Indigenous communities and should help disseminate culturally competent practices to the wider community

The following recommendations and examples can assist Australian universities in implementing this Guiding Principle.

| | |
|---|---|
| **Recommendation 1:** | Create a Reconciliation Statement and/or a Reconciliation Action Plan which reflects the university's Indigenous Education Strategy and commitment to meaningful engagement with local Indigenous communities and organisations. |
| **Recommendation 2:** | Establish mechanisms, cultural protocols and codes of conduct to guide the University in its engagement with Indigenous peoples and communities. |
| **Recommendation 3:** | Create formal structures, such as an Indigenous Advisory Committee, to obtain the views of local Indigenous communities on an on-going and regular basis. |
| **Recommendation 4:** | Establish procedures and protocols to ensure the inclusion of Indigenous Elders and community members in formal and ceremonial university occasions. |
| **Recommendation 5:** | Create campus environments which are culturally welcoming and inclusive of Indigenous cultures, such as prominent displays of Indigenous art and language and the establishment of on-campus community events. |
| **Recommendation 6:** | Display an 'Acknowledgement of Country' in a prominent location on major university documents and marketing materials and university websites. |
| **Recommendation 7:** | Create a centralised university website for information and Indigenous activities undertaken by the university that is easily accessible, well presented and regularly updated. |

## Examples of Best Practice

### Inclusion of established mechanisms for engaging with & obtaining the views of local Indigenous communities on an on-going basis

*Example 1:*

The *Indigenous Community Engagement, Policy and Partnership* (ICEPP) office of Griffith University focuses on providing advice and consultancy in key policy areas—internally and externally—and developing community engagement and partnerships that will enhance life opportunities for Indigenous peoples. The *Elders-in-Residence Program* appoints an Indigenous Elder to support the activities of the ICEPP and more broadly by representation/participation in various University forums and activities.

An important aspect of engagement with Indigenous people has been the signing of an Agreement in 1998 between the university and the Kombumerri People, in which the university undertook to work collaboratively with the Kombumerri to name facilities; to include Kombumerri history and culture into the curriculum; to provide scholarships for Indigenous students; and to survey flora and fauna and sites of significance in the area.

*Example 2:*

The University of Western Sydney has an Indigenous Advisory Council which is a committee of the Board of Trustees, the University's governing body. This comprises not only of indigenous staff and students as well as a majority of Indigenous community members.

*Example 3:*

The University of South Australia's policy on the role of Advisory Committees requires that the views of the local Indigenous community are sought on an ongoing basis.

The university has two Indigenous Advisory Committees: The Indigenous Employment Advisory Committee and the David Unaipon College of Indigenous Education and Research Advisory Committee, which provide high-level consultation and feedback about two core areas of university operations.

*Example 4:*

The University of New England uses a variety of strategies to foster meaningful external engagement with Aboriginal communities and organisations including actively including external Indigenous representatives on university committees, and including university representatives on local external Indigenous committees. The university has also signed a Memorandum of Understanding with 14 Local Aboriginal Land Councils.

*Example 5:*

Charles Sturt University has a Community Relations Officer to facilitate engagement with Indigenous communities and organisations within the geographical footprint of the university.

The university has a strong working relationship with, and has representation on, the Wiradjuri Council of Elders. The university hosts many formal functions for Elders and other Indigenous groups and is currently working with the Wiradjuri Council on language revival and the development of programs (undergraduate and postgraduate) on Wiradjuri language and culture. The university also has Memorandums of Understanding with key Indigenous organisations within its geographical footprint.

*Example 6:*

Several Faculties at Flinders University have Indigenous community engagement mechanisms. The Flinders University Community Engagement Reference Group provides a forum for advising the Deputy Vice-Chancellor (International and Communities) on strategic and policy issues affecting the community engagement operations of the University. The Group consults widely with Indigenous members of the university community and external Indigenous agencies.

*Example 7:*

Edith Cowan University has an Indigenous Consultative Committee (ICC) to provide advice to the Equity Committee on matters which impact on the university's service provision, outcomes and reputation in relation to Indigenous Australians. The ICC meets at least twice a year and its Chairperson is a member of the equity Committee. Kurongkurl Katitjin has also recently appointed a 'Cultural Consultant' to provide advice on local Noongar issues.

*Example 8:*

The Monash University Indigenous Advisory Council (IAC) reflects the views of local Indigenous communities, providing advice to the Vice-Chancellor on a range of matters including Indigenous access, participation and success in education, research and employment. The IAC works together with all sections of the University in the engagement, support and retention of Aboriginal and Torres Strait Islander staff and students. IAC members have been chosen for their substantial knowledge and strong links with different Indigenous communities both locally and interstate. The IAC is currently leading the development of a University-wide Indigenous Strategic Plan.

*Example 9:*

Elders and community leaders regularly provide advice to SIS and the University on a wide range of matters, including Native Title Claimants and relevant Aboriginal groups on development planning for the campus.

**Inclusion of local Indigenous community in university formal and ceremonial occasions and established programs that encourage Indigenous access to university formal & ceremonial occasions**

*Example 1:*

The University of Western Sydney's Indigenous Education Policy specifically acknowledges the three traditional owner groups of greater western Sydney region. As a matter of Indigenous cultural protocol and out of recognition that its campuses occupy the traditional lands of the Darug, Gandangarra and Tharawal peoples and to thank them for their support of its work in Greater Western Sydney, the university will either seek a "Welcome to Country" or give ''Acknowledgment of the Traditional Owners'' at all significant UWS events, including graduation ceremonies, conferences, seminars, workshops, presentations, open days and other public events. The university also displays the Aboriginal and Torres Strait Islander flag alongside the national flag at a prominent location on each UWS campus. The flags are also displayed in each university boardroom and at all significant events.

*Example 2:*

Charles Sturt University has established protocols for the inclusion of Indigenous Australians in its formal and ceremonial occasions, including an Indigenous Welcome to Country at the commencement of all formal occasions. The university has bestowed Honorary Doctorates on

Indigenous Elders and Indigenous Professionals in recognition of their contribution to the university community of scholars, the contribution to their field of expertise and in recognition of the vital role they play in the learning environment. Protocols have been established to encourage the acknowledgment of traditional owners of the land, Indigenous Elders past and present in meetings of significance throughout the University and in all official documentation and publications including student guides.

*Example 3:*

At Griffith University inclusion in university formal and ceremonial occasions is managed on a case-by-case basis depending on the event or activity. For example, Griffith's Multi-Faith Centre engages Elders and other community representatives in its events involving dialogue on reconciliation and cross-cultural perspectives. The University invites the participation of Elders in many functions and events to represent the Traditional Custodians of the land on which the University's campuses are located and to provide a Welcome to Country. The Office of External Relations coordinates invitations to community representatives to official University events, such as the recent launch of the Gold Coast Bridge cultural markers that celebrated the Agreement between the Kombumerri People and the University. The Elders-in-Residence Program provides a ready presence for the University to call on.

*Example 4:*

At Victoria University the Chair and CEO of The Gathering Place are invited to participate in various university forums and events. Wurundjeri Elders are asked to undertake Welcome to Country at University events.

*Example 5:*

Charles Darwin University actively engages Aboriginal and Torres Strait Islander communities in formal and ceremonial occasions and observances of cultural celebrations, such as National Day of Healing, Mabo Day, and the Vincent Lingiari Memorial Lecture.

*Example 6:*

Edith Cowan University actively engages in National Aborigines and Torres Strait Islanders Day Observance Committee (NAIDOC) week celebrations. A Nooongar Welcome to Country is included in all formal and ceremonial events. Kurongkurl Katitjin also hosts an Open Day, "Kambarang", showcasing Indigenous programs offered by the University and by outside organisations, to welcome on campus Indigenous high school students and community members.

*Example 7:*

At James Cook University traditional owners have for several years been increasingly invited into formal occasions such as graduations, conferences and professorial lectures to provide a "Welcome to Country. Several events throughout the year are designed to specifically engage the Aboriginal and Torres Strait Islander communities. Specific graduation activities are undertaken to encourage engagement and recognition of our Aboriginal and Torres Strait Islander graduates, their families and the broader Indigenous community. The university has Aboriginal and Torres Strait Islander cultural sashes for graduation, along with a ceremony where graduates are presented their sashes by the Chancellor, and the Torres Strait "Graduation Celebration" is held along with a Torres Strait Alumni Dinner.

*Example 8:*

Macquarie University has a Welcome to Country on the main webpage (http://www.mq.edu.au/about/profile/welcometocountry.html), and a local Darug person delivers a welcome to country address at all graduation ceremonies.

*Example 9:*

Since 2009, the Monash University Chancellor and Vice-Chancellor have hosted the Indigenous Elders Day lunch to celebrate the University's commitment to Indigenous engagement.

*Example 10:*

In recognising the unique position of Indigenous Australians and in seeking to identify with Indigenous Australia, University of Technology, Sydney, staff will either seek a "Welcome to Country" or give an "Acknowledgment of the Traditional Owners" at all significant UTS events. These events will include but not be limited to graduation ceremonies, conferences, open days, public events etc.

UTS permanently displays the Australian national, Aboriginal and Torres Strait Islander flags beside each other and at a prominent location on each UTS campus. The flags are also displayed in a prominent position at all significant UTS occasions.

All Indigenous graduates, with prior UTS approval, are able to graduate wearing elements of academic dress that have Indigenous cultural relevance and which celebrate their Indigenous identity.

*Example 11:*

Wollongong University either seeks a "Welcome to Country" or gives "Acknowledgment of the Traditional Owners" at all significant University events, including graduation ceremonies, conferences, seminars, workshops, presentations, open days and other public events. An acknowledgement of country precedes the commencement of Academic Senate meetings. The University actively engages in National Reconciliation Day and the National Aborigines and Torres Strait Islanders Day Observance Committee (NAIDOC) week celebrations.

*Example 12:*

UWA has developed and observes appropriate cultural protocols and Welcome to Country by Noongar Elders is a regular feature of UWA ceremonies and events. The acknowledgement of Noongar country is on the University's website and used in relevant publications: The University of Western Australia acknowledges that it is situated on Noongar land. Noongar people remain the spiritual and cultural custodians of their land and continue to practice their values, languages, beliefs and customs.

**Inclusion of a central university website for Indigenous activities undertaken by the university which is easily accessible, well presented and current**

*Example 1:*

The David Unaipon College of Indigenous Education and Research website (www.unisa.edu.au/ducier) has recently been redesigned as an Indigenous portal in order to consolidate its developing role as the central site for Indigenous Education and Research at the University of South Australia, and to connect with internal and external stakeholders and key governance organizations such as the National Indigenous Higher Education Network and the World Indigenous Nations Higher Education Consortium. Additionally, all news, events and headlines are included and updated regularly on the university's corporate website which connects to all Divisions, Schools and Units.

*Example 2:*

At Griffith University the Aboriginal and Torres Strait Islander: First Peoples website is accessible directly from the Griffith home page. It is designed to raise awareness of the cultural significance of the lands on which Griffith is located and the university's work towards achieving Indigenous equality in educational access and outcomes.

**Engaging Indigenous communities to encourage participation in higher education**

*Example 1:*

A partnership between Monash University and the Australian Indigenous Mentoring Experience enables university students and Indigenous high school students to participate in a mentoring relationship. The University provides a range of on-campus experiences for secondary school students such as the Hands On Monash Summer Camp. The Camp encourages access into the tertiary education environment for Indigenous secondary students and enables Monash to engage with Indigenous students to encourage consideration of the transition into tertiary education and in particular the health professions.

*Example 2:*

The Aboriginal and Torres Strait Islander Bioresources Research Group (IBRG) at Macquarie University has established excellent relationships with a number of NSW Aboriginal and Torres Strait Islander groups. As part of a research agreement with these communities, the IBRG is working with high school students related to science, aimed at encouraging Aboriginal and Torres Strait Islander students to stay at school and eventually proceed to university. This program has been focused on communities on the North Coast but has now begun to work in western Sydney schools. This successful program continues to engage Aboriginal and Torres Strait Islander children in leadership activities related to the sciences and opportunities to engage with the university.

# Summary of Recommendations

## Governance and Management

Recommendation 1:     Create An Indigenous Education Strategy which reflects and embeds the Guiding Principles of the National Best Practice Framework for Indigenous Cultural Competency in Australian Universities.

Recommendation 2:     Make Indigenous appointments at Senior Executive, Director and Managerial levels to lead Indigenous education.

Recommendation 3:     Provide for Indigenous representation on university governing bodies, including Council, Academic Senate, Faculty Board(s) and Committees.

Recommendation 4:     Establish protocols and procedures for seeking Indigenous representation on university governing bodies, Boards and Committees.

Recommendation 5:     Create a framework for regular and robust reporting of Indigenous staff and student outcomes.

Recommendation 6:     Include Indigenous student and staff outcomes in the Key Performance Indicators of University organisational units and senior staff.

Recommendation 7:     Create Strategies and Plans to address and enable the university's Indigenous Education Strategy, and Mission Statements and Corporate documents which are inclusive of Indigenous Australian peoples and cultures.

## Teaching and Learning

Recommendation 1:     Include Indigenous knowledges and perspectives in all curricula to provide students with the knowledge, skills and understandings which form the foundations of Indigenous cultural competency.

Recommendation 2:     Embed Indigenous cultural competency as a formal Graduate Attribute or Quality.

Recommendation 3:     Incorporate Indigenous Australian knowledges and perspectives into programs according to a culturally competent pedagogical framework.

Recommendation 4:     Train teaching staff in Indigenous pedagogy for teaching Indigenous Studies and students effectively, including developing appropriate content and learning resources, teaching strategies and assessment methods.

Recommendation 5:     Create reporting mechanisms and standards which provide quality assurance and accountability of Indigenous Studies curricula.

## Indigenous Research

Recommendation 1:     Create an adequately funded Indigenous Research Strategy to build Indigenous research capacity.

**Recommendation 2:**   Appoint an Indigenous senior executive or Professorial level position to lead and coordinate Indigenous research.

**Recommendation 3:**   Identify Indigenous issues as key research themes within the university

**Recommendation 4:**   Create mechanisms, guidelines and protocols to ensure that Indigenous research and research with Indigenous participants is culturally safe and methodologically sound.

# Human Resources

**Recommendation 1:**   Develop an Indigenous Employment Strategy which contains Key Performance Indicators and strategies and programs to target the recruitment and appointment of Indigenous staff across the university to achieve parity, both in number and level of classification.

**Recommendation 2:**   Appoint an Indigenous Employment Coordinator to lead and coordinate Indigenous employment.

**Recommendation 3:**   Identify programs that target recruitment of Indigenous staff across all levels and classifications.

**Recommendation 4:**   Establish programs for the career development of Indigenous staff.

**Recommendation 5:**   Develop processes to encourage promising Indigenous students and staff into research training.

**Recommendation 6:**   Develop induction processes which include Indigenous cultural competency training for all new staff.

**Recommendation 7:**   Provide professional development opportunities for university staff in advanced Indigenous cultural competency.

**Recommendation 8:**   Train senior management to support and work effectively with Indigenous staff and trainees.

**Recommendation 9:**   Create Indigenous staff awards which celebrate and reward the achievements and contributions of Indigenous academic and general staff.

# Community Engagement

**Recommendation 1:**   Create a Reconciliation Statement and/or a Reconciliation Action Plan which reflects the university's Indigenous Education Strategy and commitment to meaningful engagement with local Indigenous communities and organisations.

**Recommendation 2:**   Establish mechanisms, cultural protocols and codes of conduct to guide the University in its engagement with Indigenous peoples and communities.

**Recommendation 3:**   Create formal structures, such as an Indigenous Advisory Committee, to obtain the views of local Indigenous communities on an on-going and regular basis.

**Recommendation 4:**    Establish procedures and protocols to ensure the inclusion of Indigenous Elders and community members in formal and ceremonial university occasions.

**Recommendation 5:**    Create campus environments which are culturally welcoming and inclusive of Indigenous cultures, such as prominent displays of Indigenous art and language and the establishment of on-campus community events.

**Recommendation 6:**    Display an 'Acknowledgement of Country' in a prominent location on major university documents and marketing materials and university websites.

**Recommendation 7:**    Create a centralised university website for information and Indigenous activities undertaken by the university that is easily accessible, well presented and regularly updated.