

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Performance Report

Organisation	Australian National University Tjabal Indigenous Higher Education Centre (TIHEC)		
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1. Enrolments (Access)

The activities of the Tjabal Indigenous Higher Education Centre (TIHEC) continue to be guided by the objectives of the ANU by 2020 Strategic Plan and the ANU University Experience Operational Plan. TIHEC works closely with the ANU Colleges and the wider University community to provide a range of professional services and academic support for the University's Aboriginal and Torres Strait Islander students from pre-enrolment through to graduation and post-graduation employment.

TIHEC strongly supports the celebration of Aboriginal and Torres Strait Islander cultures and recognises the significant contributions Aboriginal and Torres Strait Islander peoples and perspectives make to the ANU. Student-centred support includes:

- Student outreach programs for prospective students to inform post-compulsory schooling decision-making;
- Assistance with admission to the University, including information on the range of tertiary programs available, tertiary preparation programs and alternative entry pathways;
- Orientation and transition to University life programs;
- Learning support and advice, including workshops, group sessions, tutorial sessions and individual consultations; and
- Access to information and advice on scholarships, grants, awards, and student financial support and student employment opportunities.

In 2017 TIHEC continued its engagement with Colleges to develop strategies and initiatives aimed at increasing Indigenous student participation and engagement at the ANU. The work with the College of the Sciences and Engineering in particular resulted in the successful running of the second *Indigenous Science and Engineering Summer Camp* held in December. Each College continues to set individual recruitment and retention targets, and strategies to meet these targets.

Student recruitment has continued to be a key element of the TIHEC and this process continues to be enhanced by the involvement of ANU Colleges. Undergraduate enrolments have continued to increase slowly with skilled staff and members employed by the TIHEC to support the increase in student commencement and retention at both the undergraduate level and the postgraduate coursework level.

The total number of commencing Aboriginal and Torres Strait Islander students is as follows:

Table 1. Commencing Aboriginal and Torres Strait Islander students in 2016 and 2017

	2016	2017
Aboriginal and Torres Strait Islander students	44	79
Non Aboriginal and Torres Strait Islander students (Domestic students only):	5,191	6,835

Improving access for all Indigenous students

ANU College (ANUC) is the academic pathway provider for ANU. ANUC equips students with academic and research skills that are world class and to the standard ANU requires. The ANU College incorporates supervised self-directed learning into all programs. This provides another opportunity for students to receive individual academic support and advice. Teachers are available to give guidance on study strategies and work closely with TIHEC to assist students with any cross-cultural issues or with balancing study and personal commitments.

The ANU Diplomas are another pathway option utilised by Indigenous students to access their Bachelor-level degree of choice at a lower ATAR mark. This is an Australian Quality Framework providing supported study for students to bring them to a level where they could successfully transition to a Bachelor Degree course at ANU.

The ANU Diploma pathway acknowledges that there are many reasons why a student may not have the required ATAR scores to undertake Bachelor degree level study, but still have potential for university studies, many of which may have been due to past circumstances that are often beyond their control. The Diploma is accessible over five courses: Computing, Liberal Studies, Music, Creative Design and Science with an entry requirement of an ATAR score of 70. This allows students to study ANU courses, but with a parallel, co-requisite, course providing bridging, support, academic skills and individual guidance to each student so that their study experience is more likely to be successful. On completion of the ANU Diploma, students can progress towards an ANU Bachelor's degree as a second year student.

There are pathway options for students without the ATAR entry scores to study at ANU, such as the Foundation Studies, a four-term course that focuses on preparation of university studies. However, even these programs can contain barriers to participation for some of the students ANU wishes to reach. The University continues to explore new ways to engage and encourage participation within the higher education sector. Table 2 overleaf outlines the ANU programs improving access to all Indigenous students pursuing studies at the ANU.

Table 2. 2017 Programs to improve access

Program Name	Target audience	Outline of Program	Outcome
ANU Extension Program	Year 11 and 12 students with academic potential including those experiencing disadvantage	Exposes Years 11 and 12 students to ANU coursework and experiences whilst still at school which assist in qualifying for entry	Student become familiar with university studies and motivated to gain entry to Bachelor-level degree of choice
ANU College Pathways Programs	Prospective Indigenous students who haven't achieved an ATAR sufficient for entry to a Bachelor degree program	A university preparatory program, a sub-bachelor degree allows prospective students of varied levels of preparedness to gain entry into a Bachelor-level degree of their choice	Upon completion students gain entry into a Bachelor-level degree of choice
ANU Indigenous Traineeships Program	Indigenous community members seeking training and employment	The ANU engages the Australian Training Company to recruit and train Indigenous trainees to professional positions across the University. Upskilling in Certificate III and IV qualifications, they are then supported to continue into Diploma and Bachelor-level degree programs if they choose	Prospective Indigenous students receive training and employment at the University and access to further study if they choose
Schools Recommendation Scheme	Year 11 and 12 students achieving 70 - 79 ATAR	Offers early entry to eligible Indigenous school leavers completing year 12 at the recommendation of the School	Students falling short of 80 minimum ATAR courses gain entry at the school's recommendation
Various Student Employer Partnerships	Current ANU Indigenous Students, and prospective Indigenous students	To assist with overcoming financial barriers to studying, TIHEC partners with a number of employers, including the ANU to provide students with a steady income and work experience through internships and cadetships	Students develop employment skills whilst receiving an income during their studies.

Various outreach activities (see Table 3.)

Actively Engaged in Outreach

In 2017 as in previous years TIHEC undertook a range of activities working very closely with Aboriginal and Torres Strait Islander communities across Australia engaging with relevant representative organisations to raise awareness around the benefits of higher education. The Community Engagement program has been ongoing to target young secondary students and provide them with information to assist them in their planning around the pursuit of higher education studies. The ANU promotes and recruits across the country each year and TIHEC joins ANU recruiting team at carefully selected locations. In 2015, the focus was on schools in Queensland and in 2016, TIHEC visited the Northern Territory, then in 2017, TIHEC focused locally on Canberra and Queanbeyan schools for a range of engagement activities with Indigenous students across school sectors. The aim was to promote the uniqueness of Australia's national university and to discover the kinds of programs and vocations the young people were considering.

Engagement with teaching staff, career advisors and school leaders is also considered essential as part of these activities.

Activities regularly held and managed by a dedicated Recruitment, Community Engagement Officer include presentations at schools with the ANU, and TIHEC hosts a series of visits on campus as well. This cycle of continuous engagement allows the TIHEC to develop close relations with the schools and assist students and their families in planning for entry into university studies. Outreach activities engaged in 2017 are in Table 3 below.

Table 3. 2017 Outreach Activities

Outreach activity	Target audience	Outline of Program	Outcome
2 nd annual Science and Engineering Summer School	Indigenous Year 11 and 12 students nationwide, with an interest in science and engineering	TIHEC and the Colleges of the Sciences and Engineering hosted students for a week-long program experiencing university life studying sciences and engineering	Students become familiar with university studies and motivated to gain entry to Bachelor-level STEM degrees of choice or pathways programs
Framework for Taste of ANU	Local Canberra and Queanbeyan Indigenous Year 10 students	TIHEC and ANU Colleges allow participating students to attend lectures and experience a full day as an ANU student.	Students become familiar with university studies and motivated to gain entry to Bachelor-level degree of choice or pathways programs
Regular Career Counsellors Visit on Campus	Career Counsellors of Indigenous students at local and regional schools	ANU including TIHEC, discuss entry and eligibility issues and support of greatest benefit to Indigenous students at their schools	Career Counsellors are better able to guide students through university preparation and application phases. TIHEC participated in 4 monthly Career Counsellor visits held by ANU Central Recruitment
Visits to schools, school visits to TIHEC and ANU	School-based teachers and Principals and their Indigenous students (Years 8-12)	After an annual mail out to schools, TIHEC negotiates school visits to meet with Indigenous students to inform them of ANU programs offered at the ANU, and Indigenous student-specific support available	Students are informed and guided through university preparation and application phases. TIHEC visited 15 schools both locally and nationally and hosted visits from 5 visiting schools to the ANU
Various community gatherings including	Indigenous community members	TIHEC has a presence at the majority of Canberra's Indigenous Community Gatherings including NAIDOC, Reconciliation Week, Sorry Day, Mabo Day and events celebrating days of cultural significance	Prospective Indigenous students are informed of study options and support available to them at the ANU
Indigenous Student Ambassadors	Indigenous young people	Current Indigenous students share their journey and experiences and their experiences at university	Young people are provided first-hand accounts of university life

Promoting scholarships on offer is important during outreach activities as financial considerations continue to be a barrier for many families and young people. TIHEC provided information, advice and support for students to access to a range of scholarships in addition to the Indigenous Commonwealth Education Costs Scholarships (I-CECS), Indigenous Commonwealth Accommodation Scholarships (I-CAS) and Indigenous Access Scholarship (IAS). There are over 30 scholarships for Indigenous students available across the University.

1a Scholarships (2017 breakdown)

Student category	Education Costs		Accommodation		Reward		Total/ Students Assisted	
	\$	No.	\$	No.	\$	No.	\$	No.
Undergraduate From Regional/ Remote	7,500	2	11,250	2	-	0	18,750	4
Postgraduate From Regional/ Remote	-	0	-	0	-	0	-	0
Undergraduate	-	0	18,750	3	-	0	18,750	3
Post-graduate	-	0	7,500	1	-	0	7,500	1
Other	-	0	-	0	-	0	-	0
Total	7,500	2	37,500	6	-	0	45,000	8

Value of Scholarships awarded by the university to remote or regional students in the 2016 academic year (Section 21(3) in the Guidelines refers)	\$15,597
Value of Scholarships offered by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)	\$18,750

Table 4. Scholarships details for 2017

Scholarship details	Government/ Private/University	No. Allocated	Average Value	No. Awarded
ANU College of Arts and Social Science Graduate Indigenous Scholarship	University	1	\$ 11,200.00	1
ANU College of Business & Economics Graduate Scholarship	University	1	\$ 4,698.00	1
ANU College of Health and Medicine Duguid Travelling Scholarship	University	1	\$ 5,000.00	1
Commonwealth Scholarship - Accommodation	Government	6	\$ 6,250.00	6
Commonwealth Scholarship – Education Costs	Government	2	\$ 3,750.00	2
ANU Indigenous Australian Reconciliation PhD Scholarship	University	1	\$ 27,082.00	1
ANU Indigenous Medicine Scholarship	University	1	\$ 6,500	1
Elsbeth Young Memorial Grant	University	N/A	\$ 1,804.72	20
Fenner School Scholarship	University	N/A	\$ 500.00	2
Ken Wanganeen Scholarship	University	1	\$ 5,000.00	1
Indigenous Australian Graduate Scholarship	University	2	\$ 32,108.00	2
Indigenous National Merit Scholarship	University	N/A	\$ 6,500.00	2
Indigenous National University Scholarship	University	N/A	\$ 12,500.00	2
IT Newcom Scholarship	Private	N/A	\$ 5,000.00	3
Joseph & Lindsay Croft Memorial Scholarships	University	2	\$ 3,800.00	1
Rotary-Alf Gillespie Scholarship	University	1	\$ 3,500.00	1
Tjabal Indigenous Higher Education Centre Accommodation Grants	University	N/A	\$ 2,833.25	6
TOTAL				53

2. Progression (access and outcomes)

TIHEC provides support and access to a range of scholarships to support the retention of Indigenous students. A number of strategies continue to be implemented towards achieving greater participation and these are outline below in Table 5.

Table 5. 2017 Strategies to Address Participation

Strategies	Outline of strategies	Constraints	Outcome/s
Promote access avenues to Indigenous communities (See Table 2.)	See Table 2.	Avenues are open to all students and places are limited, though are yet to be exceeded.	Students have alternative access pathways to gain entry into desired study program
Conduct outreach activities (See Table 3.)	We raise awareness of possibilities in Higher Education through information sessions	Limited resources to fund regular visits across the nation	Students are more aware of university options post-school
Have a presence at, and promote ANU recruitment events	We encourage participation of all prospective students in annual recruitment events and activities	Time and people resources mean we must prioritise events based on prospective student needs (if known)	Students receive information on program and career choices
Student-to-prospective student approach	We encourage students to promote their programs, colleges and the wider ANU to family and friends	Students can be quite busy, but enjoy speaking to prospective students during outreach	Referrals lead to applications and enrolments
Promote annual <i>Music on the Meadow</i> Commencement Event widely	We encourage students to celebrate their journey with family, friends and community members	The student associations support this event financially and are joint hosts	Students and families are warmly welcomed into ANU community
Host series of "Taste of ANU" (4 per year)	We invite interested groups of students to experience life on Campus and to meet with current students and course convenors	With more funding, we could hold more events, invitees are targeted and prioritised	Prospective students are more aware of ANU options post-school
Promote scholarships and other support on offer	We promote how we address barriers to participation through financial support, and other means	Not all accommodation support can be supported due to limited funds	Prospective students are more aware of ANU options post-school
Engage with Indigenous staff networks of Canberra workplaces	We promote how university studies can be achieved alongside work responsibilities	None	Prospective students are more aware of ANU options post-school
Work collaboratively across the ANU to increase participation	We meet with a number of contacts across academic and residential colleges to design and implement program-specific strategies to boost participation	None	Colleges work collaboratively with TIHEC to create opportunities seeking to boost participation rates

Progression continued

Table 6 below provides enrolment number comparisons for 2016 and 2017.

Table 6. Total number of Aboriginal and Torres Strait Islander enrolments for 2016 and 2017

	2016	2017
Aboriginal and Torres Strait Islander students:	163	131
Non Aboriginal and Torres Strait Islander students (Domestic students only):	16,295	16,482

2a. Tutorial and other assistance provided (2017 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	20	988.47	87,756.31
	Post graduate	6	245.75	21,827.64
	Other			
	<i>total</i>	26	1234.22	109,583.95
Indigenous Support Unit or other Indigenous student support activities				42,198.00
	<i>total</i>			151,781.95

3. Completions (outcomes)

In 2017, the ANU celebrated another year of a large cohort of graduating students in both undergraduate and postgraduate programs

Table 7. Total number of Aboriginal and Torres Strait Islander student completions for 2016 and 2017

	2016	2017
Aboriginal and Torres Strait Islander students: (Higher Degree)	1	6
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	254	543
Aboriginal and Torres Strait Islander students: (Other postgraduate)	21	23
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	1,849	3,366
Aboriginal and Torres Strait Islander students: (Bachelor degree)	17	16
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	1,799	2,178

Table 8. Support mechanisms

Support mechanisms	Description	Constraints	Outcome
Access to scholarships/bursaries	TIHEC works with ANU Scholarships Office to provide access to Scholarships	None	Students are financially supported to complete their studies
Abstudy Access	TIHEC promotes and facilitates access to Abstudy in collaboration with key Centrelink staff	None	Students are financially supported to complete their studies
Access to internships/graduate positions	To assist with overcoming financial barriers to studying, TIHEC partners with a number of employers, including the ANU to provide students with a steady income and work experience through internships and cadetships	Number of employers offering placements	Students develop employment skills whilst receiving an income during their studies.
Tuition support	TIHEC administers the Indigenous Tuition Program (ITP)	TIHEC works within Funding guidelines	Students are provide tuition support to achieve excellence
Academic and cultural support	TIHEC provides strong academic and cultural support to all Indigenous students, ensuring there are no barriers to success	None	Students achieve a sense of place and purpose
Engagement with Colleges	TIHEC collaborates continually with the academic and residential colleges in the support of each and every student	None	A culture of high quality support across the ANU campus
Engagement with ANU Student Support Services	TIHEC collaborates continually and closely with the Dean of Students and the Pro-Vice Chancellor of University Experience in the support of each and every student and their particular needs throughout their degree	None	A culture of high quality networked support across the ANU campus

4. Indigenous Education Strategy accessible by public

Embedding Indigenous perspectives in the curriculum is considered important in supporting Indigenous students' participation in higher education, in providing all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures, and in challenging traditional western perspectives on Indigenous epistemologies and cultures. ANU continues to work towards the inclusion of Indigenous perspectives in diverse curricula and not just that, which is Indigenous specific.

Aboriginal and Torres Strait Islander higher education strategies coupled with the higher degree by research programme cut across several disciplines with an interest in Indigenous studies at ANU. The Centre for Indigenous Studies (NCIS) is recognised as a preeminent academic institute for inter-disciplinary research in fields that are of particular relevance to Indigenous Australians. The NCIS works in collaboration with ANU research and teaching centres including the Centre for Aboriginal Economic Policy and Research (CAEPR), Australian Centre for Indigenous History, School of Archaeology and Anthropology and the School of Music to demonstrate best-practice in delivering education for all with cultural integrity.

ANU strives to provide a supportive learning environment where all students can realise their potential in an environment that builds strong and mutually beneficial partnerships. These relationships provide an opportunity to share the knowledge and ideas of others and in particular provide an opportunity for non-Indigenous students to learn about the past, explore the current circumstances of Indigenous Australia and look to the future. Each of the Colleges of the ANU engages members of the Indigenous community to contribute Indigenous knowledge and perspectives into learning programs.

TIHEC is actively engaged in partnerships across campus to contribute cultural knowledge and methods of teaching to their education programs. The Science and Engineering Indigenous Summer School is an example of a College working closely with TIHEC in 2017 to ensure the camp's cultural rigour. The Summer School program included research sessions at the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), as well as curriculum on traditional astronomy knowledge and methods. The Indigenous young people participating were supported throughout the program with regular yarning circles and an Indigenous student ambassador and staff mentors working alongside for the duration.

In addition to these significant projects, TIHEC continues to play a key role in providing all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures through the following initiatives:

- Cultural awareness workshops are delivered annually across Colleges by qualified Indigenous presenters
- TIHEC hosts guests and visitors from Indigenous nations across globally
- Partnering with the Indigenous Cultures Learning Community of the ANU
- Partnering with the Tuckwell Scholars
- Hosting and co-hosting youth camps on campus
- O-Week's Music on the Meadow
- Medical students cultural competency training
- ITP Tutors cultural competency training
- Keynote addresses at Academic Colleges

5. Indigenous Workforce Strategy accessible by public

The University's Aboriginal and Torres Strait Islander Employment Strategy (the Strategy) supports the ANU Reconciliation Action Plan and prioritises measures to improve access, participation and inclusion of Aboriginal and/or Torres Strait Islander people. The objectives of the Strategy are to:

- Maximise staff development along with the transfer of job skills and information in order to increase Aboriginal and Torres Strait Islander staff knowledge, independence, remuneration, job security and self-sufficiency;
- Encourage and foster the employment and participation of Aboriginal and Torres Strait Islander people at all levels of work activity within the University;
- Facilitate and encourage the direct involvement of Aboriginal and Torres Strait Islander staff in determining career strategies, goals and objectives;
- Achieve the Indigenous employment targets established in the ANU Enterprise Agreement;
- Establish, promote and maintain a Talent Register of potential Aboriginal and Torres Strait Islander candidates; and
- Market and promote suitably qualified candidates from the Talent Register to Colleges and Divisions.

Responsibility for the implementation of the Indigenous Employment Strategy rests with the Director of Human Resources in partnership with the Pro Vice-Chancellor (University Experience). The University reports quarterly the recruitment and retention rates of its Indigenous Australian staff to measure progress.

At the State of the University in 2017, the Vice-Chancellor reaffirmed the aspiration for ANU to be the University of choice for Indigenous Australians, and a commitment for the University to build a substantial Indigenous research and education community that can generate world-leading and influential Indigenous-led research, which informs policy and practice and contributes to our understanding of the world.

In 2016, the Vice-Chancellor announced an Indigenous Postdoctoral Fellowships Program to attract talented, recent Australian Aboriginal and Torres Strait Islander doctoral graduates across all academic disciplines of the University. The program aims to recruit Early Career Academics who have the potential to become academic leaders in their discipline area. Over the medium to long term, it is anticipated that Indigenous scholars will be embedded in all Colleges, Research Schools and Centres of the University. In 2017, Dr Virginia Marshall was appointed on a five-year term as ANU's first Indigenous Postdoctoral Fellow.

Through the discussions of the University Research Committee (URC), ANU has also made significant first steps to improve the framework to enable and support Indigenous research at ANU, including the mechanisms to identify priority areas for investment, philanthropic and foundation support. Key actions agreed by the URC for implementation include (i) making Indigenous health and medical research as a strategic priority; (ii) further development of a proposal for a National Institute for Aboriginal and Torres Strait Islander Health and Medical Research; and (iii) the establishment of a reference group of Indigenous researchers across University.

5a. Indigenous workforce data (2017 breakdown)

Faculty	Level/position	Perm/ >1yr		Casual/ <1yr	
		Academic	Non-academic	Academic	Non-academic
College of Law	Casual/Sessional Academic			1	
College of Arts & Social Science	Casual/Sessional Academic			1	
College of Business & Economic	Casual/Student Ambassador				1
Division of Student Life	Casual/Participation Assistant 3				1
University Experience	Casual/ITP - Tjabal Casual Tutor			1	
College of Health & Medicine	Level C/Fellow (Level C)	1			
College of Health & Medicine	Level C/Senior Lecturer	1			
College of Health & Medicine	Level D/NHMRC Principal Fellow	1			
College of Health & Medicine	ANU4/Stores Officer		1		
College of Health & Medicine	ANU5/Research Services Officer		1		
College of Health & Medicine	ANU7/Ind Comm Eng Coordinator		1		
College of Health & Medicine	ANU7/Indigenous Health & SE Coord.		1		
College of Law	Level B/Lecturer	1			
ANU College of Law	Level D/Associate Professor	1			
College of Arts & Social Science	Level B/ARC Discovery Indigenous Award	1			
College of Arts & Social Science	Level C/VC Scholar (Level C)	1			
College of Arts & Social Science	ANU4/ANU Officer 4 (Administration)		1		
College of Arts & Social Science	SM4/Senior Manager 4 Tot Emp Cst		1		
College of Asia & the Pacific	ANU7/Senior Administrator		1		
Facilities and Services	ANU3/Administration Assistant		1		
Facilities and Services	ANU4/Gen Services & Facil Officer		1		
Information Technology Service	ANU4/Technical Officer		1		
Information Technology Service	ANU5/Service Desk Officer		1		

Nat Ctr for Indigenous Studies	Level E/NCIS Director	1			
Nat Ctr for Indigenous Studies	ANU7/Indig. Comm Consultation Coord		1		
Student Admin Division	ANU6/Admissions Team Coordinator		1		
University Experience	ANU6/Student Recruitment Coordinator		1		
University Experience	ANU8/Administration Manager		1		
University Experience	SM2/HEAD, JIHEC		1		
Total		8	16	3	2

6. Indigenous involvement in decision-making

A 15 member Council, whose duties include, governs the University: providing strategic oversight of the University; ensuring effective overall management, appointing the University's senior leadership; and ensuring responsible financial and risk management.

The primary responsibilities of Council members are to:

- appoint the Chancellor and Pro-Chancellor
- appoint the Vice-Chancellor as the Chief Executive Officer of the University and monitor his/her performance
- oversee the strategic direction of the University
- oversee and monitor the academic activities of the University
- approve the University's annual budget or its business plan
- oversee and review the management of the University and its performance
- oversee and monitor the assessment and management of risk across the University, including commercial undertakings
- approve and monitor systems of control and accountability, including general overview of any controlled entities
- monitor the commercial activities of the University, and its subsidiaries and any other entities it controls
- enact Statutes, Rules and Orders
- establish policy and procedural principles, consistent with legal requirements and community expectations
- approve the annual report of the University
- ensure the effective operation of Council including the induction and professional development of Council members and the evaluation of the performance of Council and its committees

Yawuru Elder Peter Yu from Broome in the Kimberley region in North West Australia was appointed to the Council in 2016 following Pat Dodson vacating his role on the Council to perform his Senator role. Peter Yu brings to the role over 35 years of experience in Indigenous development and advocacy in the Kimberley and at the state, national and international levels to the Council.

He has been an advocate for the social, cultural and economic advancement and wellbeing of Kimberley and other Aboriginal communities for his entire career. Over this period, he has been instrumental in the development of many community based regional organisations. He was Executive Director of the Kimberley Land Council during the 1990s and had a national leadership role negotiating the Australian nation's response to the High Court's 1992 Mabo decision. Peter was a key negotiator on behalf of the Yawuru Native Title Holders with the Western Australian State Government and Shire of Broome over the landmark 2010 Yawuru native title agreement and is the current Chief Executive Officer of the Yawuru Corporate Group. Peter is a Board Member of the North Australian Indigenous Land and Sea Managers Alliance Ltd (NAILSMA Ltd), deputy Chair of the AFL Aboriginal Advisory Committee, Deputy Chair of Broome Future Ltd, and a Trustee of the Princes Charities Australia (PCA).

As part of responsible governance, Council delegates day-to-day management responsibilities, other functions to the University's executive, and other senior staff in order to be able to focus on the broader policy and strategic issues.

Professor Mick Dodson AM, Director of the National Centre of Indigenous Studies (NCIS) and Director of the Tjabal Indigenous Higher Education Centre (TIHEC) Ms Anne Martin and Associate Professor Asmi Wood are active members of a number of high-level decision-making committees at the ANU. There is ongoing consultation with these Indigenous leaders across a range of subjects pertaining to Indigenous employment, research and study matters as well as educational developments across the ANU.

Continuing from 2016, the University has continued to ensure the membership of the following decision-making groups of the University included Senior Indigenous staff members:

- Academic Board; the University's peak academic committee
- University's Quality and Standards Committees
- University Research Committee
- Coursework and Admissions Committee
- Vice-Chancellor's Deans and Directors Committee
- University Access and Equity Committee
- University Education Committee
- John XXIII Residential College Board
- Vice-Chancellor's Staff Awards Committee
- Student Experience Committee

Other University committees and organisations with Indigenous representation included:

- ANU Student Association (ANUSA)
- Postgraduate and Research Student Association (PARSA)
- College Reconciliation Action Plan (RAP) Committees

In 2016, Vice-Chancellor Professor Brian Schmidt commenced a university-wide process for developing the University's Strategic Plan. A strategic working group was formed to discuss the University's unique national responsibility to Indigenous Australia. The high-level working group was comprised of an Indigenous Chair, Dr Asmi Wood along with senior Indigenous and non-Indigenous academic and professional staff, and Indigenous Alumni. In 2017, the group formulated a number of key initiatives under this national responsibility that was launched at the State of the University address by the Vice-Chancellor.

The plan seeks to build on the University's success in hosting some of the nation's most influential Indigenous researchers and researchers on Indigenous issues. Influential Indigenous Leaders driving this and many other important processes at the ANU, include Dr Ray Lovett and Professor Mick Dodson.

Dr Ray Lovett BN, RN, BHSc, MAE, PhD is an NHMRC Early Career Fellow and Research Fellow with the Epidemiology for Policy and Practice group at the National Centre for Epidemiology and Population Health. A Wongaibon man from far west New South Wales, Dr Lovett recruits and mentors Indigenous post-graduate students to work in his Centre and to grow the number of Indigenous researchers in the health fields. Dr Lovett received funding of \$1.9 million to lead a project aiming to better understand how cultural factors affect health outcomes in Aboriginal and Torres Strait Islander communities.

Associate Professor Dr Asmi Wood BE, LLB (Hons), teaches at the ANU College of Law and is a practicing barrister and solicitor in the ACT. As a proud Torres Strait Islander, Dr Wood is an academic advisor at the ANU College of Law providing individualised academic and pastoral support, in addition to the normal academic duties of teaching and research. Dr Wood spearheaded the hosting of the National Indigenous Legal Conference on campus, with a team of Indigenous and non-Indigenous students and staff from his College, TIHEC and wider networks in the legal field.

An Aboriginal woman from Tasmania, Ms Gaye Doolan also holds a significant role on campus as Co-ordinator of Indigenous Health & Student Engagement at the University's Rural Clinical School Medical School and College of Medicine, Biology and Environment. Gaye recruits Indigenous students to the University's medical programs and prepares students for entry examinations and interviews. Gaye also supports medical students during their program.

The University benefits from a number of senior non-Indigenous academics and professional staff, who are committed, engaged and linked in with Indigenous leaders to actively pursue advancements in policy and programs across the University to increase Indigenous participation in university programs and employment. The University continues to make progress across academic colleges, in consultation with TIHEC.

TIHEC is pleased to be a continuing member of the National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSIHEC), which held a number of national meetings in 2017.

6a. Statement by the Indigenous Governance Mechanism

Driving Engagement and Participation Strategies

Director of the Tjabal Indigenous Higher Education Centre (TIHEC) Anne Martin and Professor Mick Dodson, Director of the National Centre of Indigenous Studies (NCIS) are active members of a number of high-level committees at the ANU driving improvements to higher education outcomes for Indigenous Australians. There is ongoing consultation with Indigenous leaders across a range of subjects pertaining to Indigenous participation and achievement across the ANU, particularly as the new Strategic Plan was developed. High-level engagement has resulted in significant strategies implemented across the Campus addressing Aboriginal and Torres Strait Islander student participation (see various governing bodies listed on page 3).

TIHEC continued to administer the Indigenous Tutorial Program (ITP) to support ANU Indigenous students. All non-Indigenous ITAS tutors undertake mandatory training in Indigenous Australian cultural awareness. TIHEC's Tuition Coordinator delivers this training and is on hand to provide ongoing support to tutors and students to ensure successful tuition partnerships. The Centre promotes two-way learning, on the basis that Indigenous students have much to teach also. Demonstrating an ethos under which our tuition program operates is a conversation that took place between senior academics at TIHEC. Academic asked tutor *"I didn't know you were helping [Student's name] out..."* to which the tutor responded, *"We actually help each other out"*.

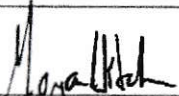
As in previous years all Indigenous final year and, where possible, graduate students are offered the role of ITP tutor for commencing and continuing Indigenous students.

Grants Acquittal Checklist- S2681203

Element	Criteria	Risks	Control Points	Tests	Checks	Comments
Financial Acquittals	1. Budget	1.1 Variance's with budget estimates are not discovered and recognised (allowing of corrective project management).	§ Chief Investigator closely monitor (revised) budget.	§ Check actual income and expenditures against budget and ensure variance is on a reasonable level.	✓	No issues noted.
				§ If there is substantial variance, was variance explained appropriately?	✓	No issues noted.
	2. Income	2.1 Income is not received according to the schedule in an agreement.	§ Agreement Income Schedule.	§ Check General Ledger for the scheduled income.	✓	Income has been received as per funding agreement. Refer to Income Testing Document. ✓
	3. Financial Delegations	3.1 Expenses are incurred which are not approved by an authorised representative of ANU. 3.2 Expenses are incurred which are approved by an individual, where the expense relates to themselves. 3.3. Fraud whereby a benefit is obtained dishonestly through deception or other means. 3.4 Clients financial reporting and management of the funding requirements are not met.	§ Signed Declaration by Finance Manager that income & expenditure used for carrying out purposes of fund. § Signed Declaration by Chief Investigator that monies awarded under the contract have been spent on the project for which they were intended.	§ Review of Finance Manager's and Cf's Declaration in the 'Yes/No' form. § Review of Declaration in the pre audit process checklist.	✓	Finance Manager and Chief Investigator have signed declarations prior to audit. Refer to the audit folder for Chief Investigator's approval. ✓
				§ Contract management of the funding and reporting clauses.	§ Validate compliance of expenditure and reports against terms and conditions in agreements. § If there is an instance of non-compliance, was it rectified?	✓
§ Substantiation through PCA and actual journals.				§ Run Payroll Cost Analysis (PCA) and reconcile discrepancy between actual costs and payroll.	✓	No issues noted.

Exceptions (Please specify)

Signature



Morgan Hitchcock (u4124590)
Corporate Governance & Risk Office (CGRO)

Date:

Signature



Chris Reid (u9912015)
Corporate Governance & Risk Office (CGRO)

Date:

23/4/18

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Financial Acquittal

Organisation

Australian National University

The following tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2017 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. ISSP supplements the support the institution should already be providing to Indigenous students and the third column below helps us recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes.

1. Income (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
ISSP Grant 2017	868,419.88		
Rollover of funds from previous years*	58,058.02		
Interest earned/ royalties	0.00		
Sale of assets	0.00		
(include other categories as appropriate e.g. HEPP for other funds)			
ANU contributions			
A. Total Income 2017	\$868,419.88	\$	\$

*Please note that \$58,058.02 has not been approved for spending. An email has been sent to PM&C to seek approval.

2. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Salaries	705,608.62		
Administration	0.00		
Travel – domestic	22,110.97		
Travel – international	0.00		
ISSP Asset purchases	0.00		
Conference fees and related costs	588.81		
(other major expenditure categories ensuring breakdown sums to total at B below)	120,405.69		
B. Total Expenditure 2017	\$ 848,714.09	\$	\$
C. Unexpended funds PM&C agreed to rollover	0.00		
D. Unexpended Funds to be returned to PM&C	0.00		
E. TOTAL ISSP Funding use (B+C+D)	\$ 848,714.09		

Note: A-E must equal zero

3. Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2017

- If GST is not paid to you, do not complete the table in this section 3.
- If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO

1. If applicable, GST received by you in 2017 as part of the Indigenous Student Success Programme funding under the Higher Education Support Act 2003. This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$
Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /

4. ISSP Assets summary (only a requirement for assets over \$5000- see clause 16 of guidelines)

Asset Description/ category	Adjustable Value	ISSP contribution

4a ISSP Asset - acquisitions and disposals summary

Asset Description/ category	Acquisitions Purchase Value	Disposals/ Sale Price	Disposals Average Age

5. Financial Acquittal supported and initialled by:

Chris Reid
(Print name of relevant officer)
 Director, Corporate Governance & Risk
(Print position title)
(Signature and date)
 Telephone contact: (02) 6125-2512 E-mail: CHRIS.REID@ANU.EDU.AU

Note:

- If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this authorisation should be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function.
- If the organisation is **not normally subject to audit by an Auditor-General**, then the organisation's auditor should sign this authorisation.

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 CERTIFICATION

Complete this certification after reading the completed 2017 Performance Report and 2017 Financial Acquittal for the Indigenous Student Success Programme.

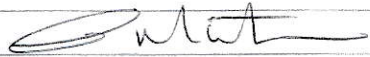
I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Programme as set out in guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2017 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of programme funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2017 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2017 under the Indigenous Student Success Programme; and
- (iv) Indigenous Student Success Programme Funds and any interest earned or royalties/income derived from these Funds was expended on activities consistent with the Indigenous Student Success Programme guidelines and the *Higher Education Support Act 2003*.

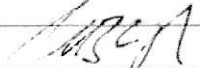
I understand that:

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

Certification recommended by university's Indigenous Governance:

Name: ANNE MARTIN
Title: DIRECTOR - Tjabaal Centre
Signed:  Date: 26/4/2018

Certification made by Vice-Chancellor or equivalent delegate:

Name: MICHAEL CALFORD
Title: ACTING VICE-CHANCELLOR
Signed:  Date: 24/4/2018