



ANNEXURE | YOORROOK'S REQUESTS FOR INFORMATION

NO	REQUEST FOR INFORMATION
FIRST NATIONS STUDENTS	
1	<p>For the period 1 January 2018 to present, in relation to First Nations students enrolled at the University, provide an overview of:</p> <ul style="list-style-type: none"> a. Enrolment numbers (in EFTSL); and b. Completion rates (and results); <p>including as a proportion of all students.</p> <p>Please see Attachment A.</p>
2	<p>For the period 1 January 2018 to present, in relation to First Nations students enrolled at the University, provide a breakdown of demographics including:</p> <ul style="list-style-type: none"> a. Age; b. Gender; and c. Whether Victorian-based prior to commencing study (i.e. whether they have travelled / moved from interstate to study at the University). <p>Please see Attachment A.</p>



3	<p>For the period 1 January 2018 to present, describe the level of study undertaken by First Nations students at the University:</p> <ul style="list-style-type: none"> a. Pre-degree; b. Undergraduate; c. Postgraduate: <ul style="list-style-type: none"> i. Graduate Diploma; ii. Masters; iii. PhD, <p>including whether by research or coursework.</p> <p>Please see Attachment A.</p>
4	<p>For pre-degree, undergraduate and postgraduate courses in social work, nursing, medicine, law and education, describe:</p> <ul style="list-style-type: none"> a. The year that the University had its first First Nations graduate; and b. The number of First Nations graduates in 2023. <p>Please see Attachment A.</p>



5	<p>For the period 1 January 2018 to present, provide an overview of the number of First Nations students enrolled in each of the below fields of study (or other relevant breakdown adopted by the University):</p> <ul style="list-style-type: none"> a. Agriculture and agritech; b. Architecture, construction and planning; c. Business, management and entrepreneurship; d. Creative arts and design; e. Engineering, automation and technology; f. Environmental sciences and sustainability; g. Health, medicine, psychology; h. Information technology and computing; i. Law and paralegal studies; j. Media and communications; k. Personal care and fitness; l. Sciences and mathematics; m. Society, culture and humanities; n. Teacher education and training; o. Travel, tourism and hospitality; and p. Veterinary medicine, <p>including as a proportion of all students enrolled in that field of study.</p> <p>Please see Attachment A.</p>
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6 For the period 1 January 2018 to present, provide an explanation of alternative entry pathways offered by the University for First Nations prospective students in the study areas nominated in response to paragraph [5].

Aboriginal and Torres Strait Islander Admissions Process

Future students are encouraged to apply for the right course to suit their academic, family and community aspirations. In addition to the suite of ACU alternative pathways programs available to all applicants, ACU offers specific Alternate Entry Admissions pathways and Away from Base (AFB) program options for First Nations applicants. Further information is available via <https://www.acu.edu.au/study-at-acu/admission-pathways/choose-your-pathway-or-entry-program/aboriginal-and-torres-strait-islander-entry-program>

Away from Base (AFB) courses

ACU's national AFB courses are an option for First Nations people looking to improve their skills, change careers or follow their passions, while still living at home or in community. AFB provides flexibility to study online and attend intensive residential blocks twice a semester on campus. Accommodation and travel is included for eligible students, with costs being paid by Australian Government funding. Further information on ACU's AFB courses is available via <https://www.acu.edu.au/study-at-acu/find-a-course/course-types-explained/away-from-base-courses>

The following alternative entry pathways have also been available to First Nations students (and all students) at ACU during 2018 to present:

Passion for Business (alternative entry into Diploma of Business) (2018-2020)

Passion for Law (alternative entry to Law) (2018-2020)

Diploma of Business (since 2022)

Diploma of IT (since 2022)

Diploma of Biomedicine (since 2022)

Diploma of Nutrition Science (since 2022)

Diploma of Exercise Science (since 2022)

Diploma of Criminology (new in 2024)

Foundation Studies Domestic (since 2021)

Foundation Studies Online Domestic (new in 2024)


Diploma in Educational Studies (Tertiary Preparation)

Diploma in Liberal Arts

Diploma in Visual Arts and Design

Students from disadvantaged backgrounds with no formal educational qualifications may study for the non-award program the [Certificate in Liberal Arts](#) as part of the [Clemente program](#) (and then proceed to a Bachelor's program).



7	<p>For the period 1 January 2018 to present, in relation to First Nations-specific pre-degree courses offered by the University, provide an overview of:</p> <ol style="list-style-type: none"> Total number of students who completed the pre-degree courses; and Rate of entry of those students into undergraduate degree courses. <p>Please see Attachment A.</p>
8	<p>For the period 1 January 2018 to present, provide an explanation of key First Nations-specific modes of:</p> <ol style="list-style-type: none"> Course delivery; or Student support, <p>offered by the University, including the period in which each relevant mode was in place, and any external funding sources to support these services.</p> <p>Australian Catholic University (ACU) offers a range of student services to support students to progress. This includes transition, study skills and retention strategies for students enrolled at all ACU campuses in Victoria (Melbourne and Ballarat), ACT (Canberra), New South Wales (North Sydney, Strathfield and Blacktown) and Queensland (Brisbane). Tailored services support the pastoral and cultural needs of First Nations students and promote well-being and belonging on all campuses. The services include:</p> <ul style="list-style-type: none"> • Facilitating alternate pathways and transition into higher education • Enriching the student experience and journey • Providing access to ACU and external scholarships and student leadership opportunities • Improving access and pathways to participate in higher education research • Creating culturally safe campuses for First Nations peoples through: cultural training, developing empathy among all students, increasing diverse perspectives in the curriculum. • Provide and improve student supports including cultural, academic, career, well-being, spiritual and other supports • Offer individual and discipline group enrolment sessions to assist future students <p>The <i>Your Community Our Community</i> brochure provides further details on support available to First Nations students.</p> <p> 28805 ACU - 4pp A5 Your Community</p>



9 For the period 1 January 2018 to present, provide an explanation of key surveys (or other feedback processes) conducted by the University in relation to First Nations students' engagement and support within the University, including a description of:

- a. When and how conducted;
- b. Numbers of participants;
- c. Key themes in feedback; and
- d. Any actions taken by the University in response.

ACU utilises surveys and/or other instruments to inform the evaluation of learning and teaching for all coursework units. This includes the Institutional Student Evaluation of Learning and Teaching (SELT) and the Quality Indicators for Learning and Teaching (QILT) surveys and Professional Experience (ProfEx) surveys. All enrolled ACU students, including First Nations students, are encouraged to participate in the survey processes. The surveys provide students with the opportunity to provide feedback and evaluation of:

- coursework units, with or without work integrated learning components; and
- the teaching of individual staff members, whether as Lecturer in Charge or as a contributing lecturer or tutor in units with significant teaching components.

The Centre for Education and Innovation leads the management and coordination of surveys. All ACU survey instruments and management of data collection and distribution of data must comply with the university's governance frameworks. Executive Deans of Faculties review the survey results and are responsible developing and implementing appropriate strategies to enhance the quality of learning and teaching within respective units, including appropriate strategies for First Nations students.

9: SES (Student Experience Survey) - First Nations Students in VIC							
YEAR	QOESAT	DEVELSAT	ENGAGSAT	TEACHSAT	RESRSAT	SUPPSAT	NQOESAT
2018	79.2%	81.8%	58.3%	78.3%	91.3%	94.7%	24
2019	64.0%	84.0%	60.0%	80.0%	76.0%	80.0%	25
2020	73.9%	81.8%	60.9%	82.6%	95.5%	73.7%	23
2021	75.0%	87.5%	41.7%	79.2%	70.0%	77.3%	24
2022	76.3%	86.1%	47.4%	78.9%	81.8%	67.9%	38
Grand Total	73.9%	84.5%	53.0%	79.7%	82.9%	77.8%	134
QOESAT - Quality of Entire Educational Experience Satisfaction							
DEVELSAT - Skills Development Scale Satisfaction							
ENGAGSAT - Learner Engagement Scale Satisfaction							
TEACHSAT - Teaching Quality Scale Satisfaction							
RESRSAT - Learning Resources Scale Satisfaction							
SUPPSAT - Student Support Scale Satisfaction							
NQOESAT - Number of Respondents for Quality of Entire Educational Experience item							



10	<p>For the period 1 January 2018 to present, provide an overview of any complaints made by First Nations students in relation to racism, lack of cultural understandings and inadequate support at the University, including a summary and explanation of:</p> <ul style="list-style-type: none">a. Number of complaints received;b. How the complaints were managed; andc. The outcome of the complaints. <p>ACU’s Appeals and Complaints Register does not record complainants’ Aboriginal and/or Torres Strait Islander status. However, a search of relevant entries in the Register and confirmation of the complainant’s Aboriginal and/or Torres Strait Islander status was undertaken. There was no record of complaints made by Aboriginal and/or Torres Strait students in relation to racism, lack of cultural understandings and inadequate support at the University from 2018-2023.</p>												
STAFF													
11	<p>For the period 1 January 2018 to present, provide a breakdown of First Nations staff (as EFTSL):</p> <ul style="list-style-type: none">a. Academic staff;b. Professional staff; andc. Other staff; <p>including (in each case) as a percentage of all staff.</p> <p>Academic / Professional staff data from 2018 to present</p> <table><tr><th></th><th>Total Victorian First Nations staff - Headcount*</th><th>Total Victorian Academic staff (including First Nations staff) - Headcount*</th></tr><tr><td>Academic</td><td>14</td><td>3268</td></tr><tr><td>Professional</td><td>23</td><td>2248</td></tr><tr><td>Grand Total</td><td>37</td><td>5516</td></tr></table> <p>* Headcount has been provided as no definition for accepted formula to convert multi-year data to a single FTE has been provided.</p>		Total Victorian First Nations staff - Headcount*	Total Victorian Academic staff (including First Nations staff) - Headcount*	Academic	14	3268	Professional	23	2248	Grand Total	37	5516
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Academic	14	3268											
Professional	23	2248											
Grand Total	37	5516											
12	<p>For the period 1 January 2018 to present, for the First Nations staff identified in response to paragraph [11], provide a breakdown of employment status i.e.:</p> <ul style="list-style-type: none">a. Permanent;b. Contract; orc. Casual; <p>including (in each case) as compared to all staff.</p>												



Continuing / Fixed-term / Casual staff data from 2018 to present

	Total Victorian First Nations staff - Headcount*	Total Victorian Academic staff (including First Nations staff) - Headcount*
Continuing	19	1003
Fixed Term	7	440
Casual	11	4073
Grand Total	37	5516

* Headcount has been provided as no definition for accepted formula to convert multi-year data to a single FTE has been provided.

- 13** In relation to First Nations Professional staff currently employed by the University, provide a breakdown of the areas of the university in which they work.

Professional staff data*

	Total Victorian First Nations Professional staff - Headcount	Total Victorian Academic staff (including First Nations Professional staff) - Headcount
First Peoples	5	6
People and Capability	1	10
Student Administration	1	53
Other		524
Grand Total	7	593

* As at 19 February 2024.



14 In relation to First Nations Academic staff currently employed by the University, provide a breakdown of the numbers employed in each of the fields of study identified in response to paragraph [5] above, including:

- a. As a percentage of the total number of academic staff employed in that field of study; and
- b. An indication of whether they are employed to undertake research only or teaching and research.

14a: Academic staff data*

Faculty / Directorate	Total Victorian First Nations Academic staff - Headcount (percentage)	Total Victorian Academic staff (including First Nations Academic staff) - Headcount
Centre for Education & Innovation		6
Centre for Liturgy		2
Education Pathways		25
Ethics Directorate		3
Faculty of Education & Arts	1 (.31%)	318
Faculty of Health Sciences	3 (0.51%)	591
Faculty of Law & Business		63
Faculty of Theology & Philosophy		72
DVCRE Office		3
Grand Total	4 (0.37%)	1083

* As at 19 February 2024.

Note: Breakdown has been provided by organisational area as field of study is not available.

Whilst information by School is available, this provides identifiable data and has, therefore, been omitted from the table.


14b: Academic staff data*

Pathway	Total Victorian First Nations Academic staff - Headcount	Total Victoria Academic staff (including First Nations Academic staff) - Headcount
Leadership and Service		30
Other		728
Professional		1
Research Focused		15
Research Only		71
Senior		3
Teaching and Research		85
Teaching Focused	4	150
Grand Total	4	1083

* As at 19 February 2024.

15 For the period 1 January 2018 to present, provide an explanation of training and/or programs available at the University for non-Indigenous staff in relation to:

- a. Cultural awareness, safety and/or competence; and
- b. Indigenous knowledge recognition,

including an explanation of whether each unit of training or program is compulsory, and the completion rates by non-Indigenous staff (broken down by the level of staff and University executive).

15a:
Aboriginal and/or Torres Strait Islander Cultural Awareness

This program is compulsory for new staff joining the ACU team and has been designed to support a greater understanding of the importance of kinship and community in the everyday life of Aboriginal and Torres Strait Islander staff and students.

This program has been designed to provide ACU staff with:

- a greater awareness of the culturally diverse nature of Aboriginal and Torres Strait Islander peoples;
- an understanding of how government policy and legislation has shaped contemporary culture;
- an enhanced understanding of how events impact on Aboriginal and Torres Strait Islander people;
- guidance creating and supporting a culturally safe environment for Aboriginal and Torres Strait Islander community.



Topics covered in the session include:

- What is cultural awareness?
- Use appropriate terminology
- Understand ACU's Reconciliation Action Plan;
- Understand aspects of Aboriginal and Torres Strait Islander peoples' cultures;
- Bust myths about Aboriginal and Torres Strait Islander peoples;
- Understand shared history and history's impact on today;
- Practice cultural protocols in the workplace.

Staff Completion Numbers (Victoria)

Job Level	Number attended
ACA	11
ACB	98
ACC	32
ACD	10
ACE1	17
Sessional Academic	34
HEW2	1
HEW3	1
HEW4	8
HEW5	97
HEW6	65
HEW7	93
HEW8	42
HEW9	27
HEW106	3
Senior	15
Grand Total	554



Aboriginal and/or Torres Strait Islander Peoples Perspectives

The *Aboriginal and Torres Strait Islander Peoples Perspectives information Session* explored the movement towards recognition in Australia, from past efforts on constitutional amendment to the *Uluru Statement from the Heart*. From an Indigenist discourse analysis, with a strong narrative turn, the session proposed a new idea of engagement on the strength of reciprocal principles, rather than compromise between adversarial powers.

Staff Completion Numbers (Victoria)

Job Level	Number attended
ACB	2
HEW5	1
HEW7	1
HEW8	1
HEW9	2
Grand Total	7

15b:

The following four initiatives were developed and implemented in the Faculty of Health Sciences (FHS) from 2018 onwards. Since then, Initiative 4 has been broadened to cover the entire University.

1. Faculty of Health Sciences specific - Embedding Aboriginal and Torres Strait Islander Perspectives in Curriculum Sub-Committee (2018 to present)

Terms of Reference (TOR):

1. Promote embedding of Aboriginal and Torres Strait Islander People's perspectives in curriculum and quality teaching practices.
2. Foster and build cultural capabilities and facilitate cultural change in the FHS academic community.
3. Report on the activity relating to Aboriginal and Torres Strait Islander People's perspectives in curriculum.
4. Advocate for structural change to FHS governance committees Terms of Reference to include Aboriginal and Torres Strait Islander representation, voices and perspectives during curriculum development and review processes. For example, Course Implementation Committee, Course Review Committee, Academic Programs Standing Committee, Courses and Academic Quality Committee, Faculty Board.
5. Contribute to the advancement of Aboriginal and Torres Strait Islander academic employment.

2. Faculty of Health Sciences specific - Embedding Aboriginal and Torres Strait Islander Knowing, Doing and Being in Curriculum (2019 to present)

This self-paced online professional development program for FHS academic staff was developed by Dr Bindi Bennett, Gamilaraay woman and former ACU Social Work Academic, with support from the Faculty of Health Sciences Indigenous Perspectives in Curriculum Sub-committee. Academic review was provided by Dr Nikki Moodie, Melbourne University as well as ACU Health Sciences academic and professional staff. Approximately 50 staff have undertaken this study and approximately 20 of them are from Victoria.



Learning Outcomes:

1. Advocate and articulate the needs for and benefits of embedding Aboriginal and Torres Strait Islander knowledges into curriculum.
2. Map curriculum for Aboriginal and Torres Strait Islander knowledge and perspectives against professional accreditation and discipline standards and identify opportunities to embed Aboriginal and Torres Strait Islander knowledge and perspectives in your curriculum.
3. Design new curriculum content that incorporates Aboriginal and Torres Strait Islander knowledge.
4. Access appropriate resources including key Indigenous scholars in your discipline.
5. Identify a range of teaching strategies that will enable students to reflect on unit content and experiences.
6. Identify a range of assessment modalities that will assess students' capacity for critical thinking, critical action and critical being.
7. Develop a comprehensive plan to embed Indigenous ways of knowing, being and doing into field education.
8. Appropriately engage Aboriginal and Torres Strait Islander peoples in the process.

3. *Faculty of Health Sciences specific - Culturally Responsive Practice Network (2018-2020)*

This network was originally created as a result of participants attending an IAHA Cultural Awareness workshop and wanting to continue the learning and application. The network had 45 members across all ACU campuses with 18 members from Victoria.

Terms of Reference (TOR):

1. To provide the opportunity for FHS staff to share, promote, facilitate, advocate and inform developments in culturally responsive curriculum and pedagogy.
2. Create greater visibility of Aboriginal and Torres Strait islander culture and perspectives by advancing the embedding of Aboriginal and Torres Strait Islander knowledges across Health Sciences. This will be achieved through:
 - Sharing resources and strategies
 - Creating an inclusive community that supports the development of new initiatives, projects and research

4. *University-wide UNMC500 Culturally Safe Teaching Practice micro credential. (2020 to present)*

Developed as an accredited unit which now sits with in the Graduate Certificate of Higher Education. Originally funded by ISSP for FHS academic staff then with follow up redevelopment funding from CEI for whole of University academic staff.

2021: 20 academic participants (9 Vic)

2022: 15 academic participants (4 Vic)

2023: 13 academic participants (4 Vic)

Purpose: The purpose of the microcredential is to support all Aboriginal and Torres Strait and non-Indigenous academic staff at ACU, regardless of discipline and curriculum focus, with the knowledge, skills, confidence, and courage to develop and maintain culturally safe learning and teaching classrooms and other learning spaces. Achieving this goal will in turn facilitate the development of culturally safe graduates and practices.



	<p>Learning Outcomes: LO1 - Define cultural safety and explore the impact of unsafe classrooms Aboriginal and Torres Strait Islander learners and colleagues. LO2 - Reflect on personal and professional privileges and biases and their impact on cultural safety in the teaching and learning environment. LO3 - Analyse a culturally unsafe classroom interaction and develop an effective response utilising unit content.</p> <p>2022:</p> <ul style="list-style-type: none"> In 2022, the Centre for Education and Innovation implemented the identified ongoing full-time position of Academic Developer, First Peoples Curriculum, within the Academic Quality Enhancement Unit. The position holds university wide responsibilities regarding First Peoples Curriculum and Pedagogy Practices. <p>2023:</p> <ul style="list-style-type: none"> Establishment of the First Peoples Curriculum Network - this group is specifically for all (i.e. VIC, NSW, ACT, QLD) First Nations staff only however the impacts and outcomes of the network are shared by the First Nations staff into their faculties which supports capacity building of non-First Nations staff members. The inaugural First Nations learning and teaching event at ACU was developed, and held in December 2023. This event entailed interactive workshops and presentations by leaders in the field to upskill both First Nations and non-First Nations staff in relation to First Nations curriculum (included 20 non-First Nations staff) Please note this event is voluntary. ACU currently has no mandatory requirements regarding First Nations curriculum.
16	<p>For the period 1 January 2018 to present, provide an explanation of surveys conducted in relation to First Nations staff engagement and support within the University, including:</p> <ol style="list-style-type: none"> When and how conducted; Numbers of participants; Key themes in feedback; and Any actions taken by the University in response. <p>ACU has used staff engagement surveys since 2009 as a key tool for understanding, listening, and actioning staff feedback. These surveys are used as a mechanism for staff to share their views about ACU as a workplace, provides the university with an opportunity to track its progress over time, and where available, compare our results across the sector.</p> <p>For the period 1 January 2018, the following surveys were undertaken:</p> <p>2019 myVoice Staff Engagement Survey</p> <ol style="list-style-type: none"> The survey was conducted online and administered by a third-party provider, Voice Project. The survey was open from 18 September to 8 October 2019. The survey received a 69% response rate (1,399 continuing and fixed-term staff and 480 casual/sessional staff), with a total of 131* staff identifying as Aboriginal and/or Torres Strait Islander (see note below). The overall survey results showed ACU scored above industry standard across most categories, such as cross-unit co-operation, facilities, recognition, staff awareness of our vision for the future, and our values.



The data highlighted several key strengths of ACU around risk, teamwork, and mission and values. The results also pointed to areas of opportunity including:

- Career opportunities and career planning
- Recruitment and selection
- Innovation
- Processes.

Survey responses provided by Aboriginal and/or Torres Strait Islander staff were generally consistent with the above themes, however, this cohort were slightly less satisfied than non-indigenous staff with well-being at work.

2021 Gender Equality, Diversity, and Inclusion (GEDI) Staff Engagement Survey

ACU is a defined entity under the *Gender Equality Act 2020 (Vic)* and has obligations to improve workplace gender inequality. As a university with a campus footprint across multiple Australian jurisdictions, ACU has extended these obligations to all Australian campuses.

- d. The university engaged a third-party provider, Voice Project, to administer the survey. The inaugural GEDI survey was conducted online with the survey period running from 7 June to 18 June 2021.
- b. A 49% response rate to the inaugural survey was achieved (1,000 responses from a targeted staff population of 2,040), with 26 respondents identifying as Aboriginal and/or Torres Strait Islander.
- c. Together with workforce data, the survey results were used as a baseline and informed the development of a gender equality strategy for ACU culminating in a Gender Equality, Diversity, and Inclusion Framework 2021- 2025 and Gender Equality Action Plan 2022-2025.

The survey data highlighted several key strengths for ACU around supervisor and workgroup, respect, flexibility, and diversity and inclusion (positive workplace culture).

The survey data highlighted the following areas of opportunity:

- I. recruitment and selection,
- II. learning and development,
- III. workplace culture around flexibility, and
- IV. voice climate/safety.

Survey responses provided by Aboriginal and/or Torres Strait Islander staff (n=26) were generally consistent with the above themes, with this cohort regarding learning and development needs as a priority area of focus.

2022 myVoice Staff Engagement Survey

- a. The survey was conducted online and administered by a third-party provider, Voice Project. The survey was open from 3 May to 17 May 2022.
- b. The survey received a 67% response rate (1,403 responses from a targeted fixed-term/ continuing staff population of 2,090), with a total of 94 staff* identifying as Aboriginal and/or Torres Strait Islander (see note below).
- c. The survey data highlighted several key strengths for ACU around stewardship, catholic intellectual tradition, supervision, and teamwork. The results also pointed to areas of opportunity, which included:
 - i. Career opportunities and career planning
 - ii. Recruitment and selection
 - iii. Workload and staffing



iv. Involvement.

Survey responses provided by Aboriginal and/or Torres Strait Islander staff (n=94) were consistent with the above themes, however, this cohort were also generally less satisfied than non-indigenous staff with support for research.

2023 Gender Equality, Diversity, and Inclusion Survey

- The survey was conducted online and administered by a third-party provider, XRef (formerly Voice Project). The survey was open from 9 October to 20 October 2023.
- The survey received a 26% response rate (549 responses from a targeted fixed-term/ continuing staff population of 2,077), with a total of 14 staff identifying as Aboriginal and/or Torres Strait Islander.
- The overall survey results highlighted areas of strength for ACU across your manager, your workgroup, and flexibility. The results also identified areas of opportunity across recruitment and promotion and learning and development.

Survey responses provided by Aboriginal and/or Torres Strait Islander staff (n=14) were consistent with the above themes.

** Note: We note that the number of staff who identified as Aboriginal and Torres Strait Islander in the 2019 and 2022 myVoice surveys is significantly higher than the number of Aboriginal and Torres Islander staff in our HR system and the number of staff who identified as Aboriginal and Torres Strait Islander in the 2021 and 2023 GEDI surveys. This may be due to:*

- The number of staff who feel comfortable identifying in the myVoice survey (which is anonymous) vs staff who identify in the GEDI survey (that is reported to the Gender Equality Commission).*
- Misinterpretation of the question - staff from other First Nations cultures overseas often identify as Indigenous or Aboriginal. The question did not specifically ask whether staff were Australian Aboriginal or Torres Strait Islander.*

Actions taken by ACU in response to survey data

Strategic enablers

ACU has undertaken a number of actions to address First Nations peoples barriers to full participation in higher education and we have worked resolutely and systematically to advance and extend opportunities to staff.

We have developed several strategic enablers to guide our actions with each building on the successes of their preceding strategy (or plans) to deliver meaningful outcomes. These enablers have been developed through ongoing consultation and collaboration with our First Peoples and broader communities.

The University's [Vision 2033](#) outlines our future strategy as a university of service and how we will use education, research and partnerships to achieve three strategic priorities: to enable people to develop intellectually, spiritually, physically, socially and emotionally within their communities; to advance the dignity of the human person and communities; and to foster communities of collaboration, education, and knowledge creation.

[Our People Plan 2022 - 2025](#) sets out six inter-related pillars aligned with and in support of ACU's overall mission and strategic priorities. The six pillars are: leadership capability to bring life to our mission; professional growth and outstanding careers to enable potential; employment the best people for our future success; health, safety, and well-being in a supportive and caring culture; diversity and inclusion - we welcome everyone; engaged and enabled workforce - free to focus on what matters.



ACU's *Staff Enterprise Agreement 2022 - 2025* clearly articulates our commitments to growing our First Nations workforce across both professional and academic streams. The staff agreement reiterates our long-standing commitments to the full participation of First Nations peoples in higher education and sets a bold target of 3.2% Aboriginal and Torres Strait Islander employment across ACU's workforce.

The *Aboriginal and Torres Strait Islander Success Belonging Strategy 2020 - 2023* enabled a whole-of-university approach to First Nations peoples' success in higher education and employment with the key objective to strengthen the cultural capability and competencies of ACU staff with a strong focus on enhancing cultural safety across our workplaces.

Aboriginal and Torres Strait Islander Cultural Capability Strategy - ACU commenced development of an institution-wide cultural capability strategy in January 2020, with the aim of supporting Aboriginal and Torres Strait Islander staff and students to excel by creating culturally safe environments across our campus footprint. Two key statements were developed: The *Aboriginal and Torres Strait Islander & Australian Catholic University Values and Principles Statement* aligned to ACU's mission that expressly commits to a suite of values and principles regarding Aboriginal and Torres Strait Islander peoples. The *Aboriginal and Torres Strait Islander Cultural Safety Statement* outlines ACU commitment to cultural safety through actions and accountability measures.

The *Innovate Reconciliation Action Plan 2019 - 2021* focused on a broad change agenda to empower First Nations peoples to reach their full academic and economic potential and to maintain a strong sense of cultural identity and personal and community wellbeing. ACU are currently assessing Reconciliation Australia's requirements for reporting and endorsement prior to finalising development of a *Stretch Reconciliation Action Plan*.

Since 2018, ACU has produced two Aboriginal and Torres Strait Islander peoples employment strategies with each seeking to advance progress in growing and supporting First Nations peoples' success and participation in higher education. The current *Aboriginal and Torres Strait Islander Employment Plan 2023 - 2026* focuses on three key areas: attract and retain Aboriginal and Torres Strait Islander staff; build and develop capability; and enhance cultural safety. Initiatives and actions in the plan guide our current priorities and programs of work.

Athena SWAN Bronze Accreditation - In 2020 ACU signed up to join the SAGE Athena SWAN bronze accreditation and awards program. This sector specific voluntary program follows an internationally recognised framework for gender equality, diversity, and inclusion. Following an extensive self-assessment process across the period 2019-2021, ACU identified 5 key barriers that will focus actions for the period 2024-2030. Two of these barriers are:

- support for career development and progression through professional development and performance appraisal;
- embedding inclusiveness in the institution's culture.

Actions and initiatives

The following are key initiatives developed that address both survey feedback and support our strategic priorities:

- 3.2% ACU workforce target for Aboriginal and Torres Strait Islander staff members embedded in the ACU enterprise agreement.
- Indigenous Graduate Employment Program provides ACU Indigenous Alumni members with a 2-year appointment and dedicated development opportunities in professional positions.
- Indigenous Higher Degree Research and Academic Employment Program provides an employment opportunity when enrolled in ACU HDR Programs (MPhil or PhD Programs) and dedicated development opportunities to support success in an academic career.
- Ongoing support for ACU Indigenous Undergraduate Intern program provides for development of research capabilities and supports ACU to implement a pipeline program into honours and HDR programs and pathways to an academic career.



- Development and implementation of Aboriginal and Torres Strait Islander & ACU Values and Principles Statement & Aboriginal and Torres Strait Islander Cultural Safety Statement.
- Established Identified continuing positions across some of the largest academic schools at ACU to assist with leadership in teaching, curriculum, pedagogy, and student support.
- Created targeted positions for roles that require First Nations knowledges and leadership, including academic roles to embed First People's Knowledges into curriculum, and Aboriginal and Torres Strait Islander curriculum and pedagogy co-ordinators.
- Created Special Measures (Identified) positions to support employment opportunities for Aboriginal and Torres Strait Islander peoples with a specific target of increasing from 30 to 40 positions.
- Established the Aboriginal and Torres Strait Islander Staff Network to foster belonging and community.
- Provided a language allowance to recognise Aboriginal and Torres Strait Islander staff who provide cultural knowledge of Aboriginal and Torres Strait Islander languages to ACU.
- Provided an additional ten days of paid personal leave to Aboriginal and Torres Strait Islander staff to attend to cultural and ceremonial matters.
- Created a university-wide Cultural Capability Framework supported and endorsed by senior leaders following an extensive review resulting in changes throughout ACU policies and processes.
- Expanded the Cultural Awareness Workshop as a core component of ACU's staff induction program implemented in 2021 with mandatory completion required within 3 months of employment start date.
- Created an online Cultural Awareness Module designed specifically for ACU casual and sessional appointments holders (to be launched in February 2024).
- Developed an *Achievement Relative to Opportunity (ARtO) Guide* for use by staff and decision-makers to provide a consistent approach for assessing achievements of academic staff relative to opportunity in key people management process, including academic promotion and research workload allocation. Aboriginal and Torres Strait Islander staff provided input into the Guide.
- Extensive review of the Academic Promotions process (implemented in 2023) to clearly outline criteria and standards and better support academic staff to plan for career development and progression. Aboriginal and Torres Strait Islander staff provided input into the Guide.
- Created recruitment and selection guide for managers to support Aboriginal and Torres Strait Islander peoples recruitment.
- Celebrate the achievements of our Aboriginal and Torres Strait Islander staff and creating staff stories to support attraction and retention initiatives.
- Recognising and celebrating dates of cultural significance to Aboriginal and Torres Strait Islander peoples with activities planned across ACU Campus footprint which includes NAIDOC Week, National Reconciliation Week, Sorry Day.



- 17 For the period 1 January 2018 to present, provide an overview of complaints made by First Nations staff in relation to racism, lack of cultural understandings and inadequate support, including a description of:
- Number of complaints received;
 - How the complaints were managed; and
 - The outcome of the complaints.

Year	State	Number of complaints	How the complaint was managed	Outcome of the complaints
2018	VIC	1	ACU Staff Complaints Management Policies and presented at the Victorian Equal Opportunity and Human Rights Commission (VEOHRC)	The parties were unable to reach an agreement and the matter was closed by VEOHRC
2018	VIC	1	Complaint was managed via mediation at Victorian Equal Opportunity and Human Rights Commission (VEOHRC)	Matter was resolved by settlement at VCAT
2022	VIC	1	ACU Staff Complaints Management Policies. Investigation was conducted by an external investigator	ACU Aboriginal and Torres Strait Islander cultural awareness training and coaching



RESEARCH	
18	<p>For the period 1 January 2018 to present, provide an overview of any First Nations research strategy (or strategies) in place within the University, including:</p> <ol style="list-style-type: none"> How developed (including any input obtained from First Nations staff, students, or stakeholders); Key activities undertaken; and Outcomes recorded. <p>In response to the ABSTARR Aboriginal and Torres Strait Islander Cultural Capability Strategy Final Report in June 2019, ACU established a research working group with representation from First Nations staff and students to conduct an audit of research conducted by Aboriginal and Torres Strait Islander researchers, and about Aboriginal and Torres Strait Islander Peoples for the period January 2010-Sept 2020. The audit provided data to develop an Aboriginal and Torres Strait Islander research agenda aligned with the university strategy. A new Aboriginal and Torres Strait Islander Research Committee, chaired by a First Nations academic, was established in 2022 to develop this agenda. This work will be reviewed by the incoming Pro Vice-Chancellor (Indigenous) and aligned with the university's new strategic plan Vision 2033.</p> <p>Other activities include:</p> <ul style="list-style-type: none"> Establishment of a Pro Vice-Chancellor (Indigenous) (PVCi) position to lead and promote First Nations strategies including in research. Through its latest enterprise agreement (EA), targets to grow Aboriginal and Torres Strait Islander Higher Degree Research (HDR) enrolments, and to supporting and retaining these students through offers of employment. Review and update of ACU's Indigenous research resources to ensure increased clarity and transparency, as well as to ensure ACU's compliance with the new AIATSIS Code.
19	<p>For the period 1 January 2018 to present, provide an explanation of alternative pathways into research higher degrees offered by the University for First Nations students (i.e. residential intensive courses).</p> <p>As described above, the new EA gives specific targets for increasing the share of Aboriginal and Torres Strait Islander staff and students, with a focus on increasing HDR enrolment and support, and thereby increasing retention and promotion. ACU will work with its incoming PVCi to identify specific initiatives and measures, including increased engagement with First Nations partners and communities as well as alternative pathways to grow the First Nations research pipeline of both HDR students and supervisors.</p>
20	<p>For the period 1 January 2018 to present, provide an explanation of whether any research monies within the University are dedicated towards addressing Traditional Owner priorities and, if so, how those monies are:</p> <ol style="list-style-type: none"> Allocated; Reported upon, <p>including in each case to the Traditional Owner groups directly.</p> <p>It is not possible to disaggregate relevant research funding information at present.</p>



CURRICULUM	
21	<p>For the period 1 January 2018 to present, provide an explanation of any First Nations-specific units included within the University's courses on:</p> <ul style="list-style-type: none"> a. Social Work; b. Nursing; c. Medicine; d. Law; e. Police; f. Ambulance; g. Education: <ul style="list-style-type: none"> i. Early Years; ii. Primary; and iii. Secondary, <p>including copies of unit outlines, and an explanation of whether the relevant units are compulsory for students in the relevant courses.</p> <p>Please see Attachment B.</p>
LEADERSHIP	
22	<p>For the period 1 January 2018 to present, provide an explanation of the highest position First Nations leadership position within the University:</p> <ul style="list-style-type: none"> a. Name(s); b. Level, <p>including in reference to an Organisational Chart.</p> <p>ACU has recently appointed its inaugural Pro Vice-Chancellor (Indigenous), who commences on 18 March 2024. The position will report to the Deputy Vice-Chancellor (Education). The new executive level position carries cross-institutional responsibilities for areas of policy, strategy and the enhancement of ACU's cultural capability. The role will serve to enhance the work ably carried out by ACU's First Peoples Directorate to date.</p>
23	<p>For the period 1 January 2018 to present, provide a description of upper leadership accountabilities in relation to First Nations students.</p> <p>Please see item 22. The new Pro Vice-Chancellor (Indigenous) role supplements the ongoing work of the Director, First Peoples and team and broader work undertaken by functional units across the University in relation to all students, inclusive of First Nations students, including the Student Experience Directorate, Academic Registrar and Student Administration.</p>



24	<p>For the period 1 January 2018 to present, in relation to the individual(s) identified in response to paragraph [22] above, provide an explanation of:</p> <ol style="list-style-type: none"> Relevant committees of which they are a member; Who they report to in respect of these responsibilities (including, where appropriate, in reference to an Organisational Chart); and Their decision-making powers in the case of First Nations students. <p>Key committees of which Pro Vice-Chancellor (Indigenous) and/or Director, First Peoples are a member include, but are not limited to:</p> <ul style="list-style-type: none"> Academic Board (AB) Courses and Academic Quality Committee (CAQC) Student Administrative Lifecycle and Policy Committee (SALPC) University Learning and Teaching Committee (ULTC) University Consultative Committee (UCC) ATSIEC Aboriginal and Torres Strait Islander Education Committee (ATSIEC) <p>The Pro Vice-Chancellor (Indigenous) reports to the Deputy Vice-Chancellor (Education) and the Director, First Peoples reports to the PVI.</p> <p>Decision-making powers in case of First Nations students are through representation on university committees (see above) and other management committees, scholarship recommendations (see also item 32) and ACU Awards recommendations (see also item 32).</p>
25	<p>For the period 1 January 2018 to present, provide an explanation of the key accountability measures in place at the University in relation to First Nations:</p> <ol style="list-style-type: none"> Students; Staff; Individuals within the broader Victorian community; and Traditional Owners of the lands on which the University has campuses and facilities. <p>In 2020, ACU engaged an external consultant to assist in developing an institution-wide cultural capability framework to increase cultural capability of ACU staff and improve Aboriginal and Torres Strait Islander student success.</p> <p>Evidence-based data and student feedback informed the framework which addressed the seven key themes of: Accountability and decision-making, Community engagement, Cultural Safety, Education, Research, Resourcing and Accountability and Values and Principles.</p> <p>In 2022, ACU formally endorsed the overarching Aboriginal and Torres Strait Islander Cultural Safety Statement and the ACU Values and Principles Statement. Both statements address ACU's Anti-Racism position.</p> <p>Melbourne's Indigenous Higher Education Unit (IHEU) team (all First Nations people) and Victorian community representatives were interviewed or provided feedback through the survey processes.</p>



26	<p>For the period 1 January 2018 to present, provide an explanation of interaction and/or engagement between the University and Traditional Owners of the land on which the University has campuses and facilities in relation to:</p> <ol style="list-style-type: none"> Recognising Traditional Owners' relationship with the land; Truth-telling; Proposed works and developments of the University; and Day-to-day operations. <p>Wurundjeri People and Wadawurrung People are respected and acknowledged as the Traditional Owners and Custodians of the lands and waterways on which the ACU campuses are located. Traditional Owners are invited and remunerated to participate in campus events and as guest lecturers to embed Indigenous Knowings and perspectives in student learning.</p> <p>In 2023, ACU's Melbourne Campus under the leadership of the Dean of Law, Thomas More Law School, with First Nations academics led the national university-wide Blueprint for Decolonising and Indigenising ACU's Law curriculum. A Pre-Law program for First Nations is under development and the program is expected to be delivered from Melbourne campus.</p> <p>ACU campuses are committed to building relationships with Supply Nation providers. Supply Nation expenditure as operating costs are tracked by ACU's Finance Department.</p>
27	<p>For the period 1 January 2018 to present, describe any relevant agreements between the University and Traditional Owner groups - for example, in relation to support for operations, use of facilities etc.</p> <p>There are no relevant agreements with Traditional Owner groups in Victoria. In 2023, ACU's Indigenous Higher Education Unit Jim-baa-yer (To Learn - To Teach) hosted three staff from Victorian Aboriginal Health Service (VAHS) for a campus tour and proposed partnership meeting.</p>
UNIVERSITIES AS BENEFICIARIES OF COLONISATION / TRUTH-TELLING	
28	<p>Provide an explanation of the date(s) and circumstances in which the key lands on which the University's campuses and facilities are situated came to be granted to or acquired by the University.</p> <p><u>ACU in Victoria:</u></p> <p><u>Melbourne Campus (known as the St Patrick's Campus)</u></p> <p>The Roman Catholic Trusts Corporation for the Diocese of Melbourne (Corporation) was created by the <i>Roman Catholic Trusts Act 1907 (Vic)</i> as a corporate body of trustees incorporated for the purpose of holding, managing and dealing with property within the Catholic Archdiocese of Melbourne in trust for the benefit of the Church. The Act empowers the Corporation to deal in the property through lease, sale, encumbrances, mortgages and the like as if it is the full beneficial owner of the properties in the trust created by the Act.</p>



	<p>The Corporation and ACU entered into a Relationship Deed on 17 December 1999 to:</p> <ul style="list-style-type: none"> • acquire 115 Victoria Parade, Fitzroy (Mary Glowrey), for the benefit of ACU. (In 2023, ACU constructed the Saint Teresa of Kolkata Building on that site); • declare a trust permitting ACU to occupy 20-22 Brunswick Street, Fitzroy (Cathedral Hall); and • grant ACU a licence to occupy 26 Brunswick Street, Fitzroy (Art Gallery). <p>Subsequently, the Corporation granted ACU occupancy rights over other properties forming part of St Patrick's Campus:</p> <ul style="list-style-type: none"> • ACU as occupant of 81-89 Victoria Parade, Fitzroy (corner block); • ACU as licensee of 8-18 Brunswick Street, Fitzroy (St Mary of the Cross Square); • ACU as tenant of 24 Brunswick Street, Fitzroy (Drake House); • ACU as tenant of 34-36 Brunswick Street, Fitzroy (Arts Precinct); • ACU as tenant of 17-19 Young Street, Fitzroy (Daniel Mannix). <p>In 1999, ACU purchased 28-42 Young Street, Fitzroy.</p> <p>The parties entered into an updated Relationship Deed on 18 November 2010 to consolidate, streamline and simplify the contractual arrangements between the parties for properties forming part of the St Patrick's Campus and which is currently being updated again.</p> <p><u>Ballarat Campus</u></p> <p>In 2018, ACU purchased the property (1200 Mair Street, Ballarat) from the Diocese of Ballarat.</p>
29	<p>Provide an overview of any key land grants to the University by prominent early colonisers who may have been involved in (or encouraged, tolerated, or benefited from) violence against First Peoples.</p> <p>N/A.</p>
30	<p>Provide an overview of the key history of the establishment and operations of the University as it relates to First Peoples, including any history of:</p> <ol style="list-style-type: none"> a. Land grants for limited or no consideration; b. Teaching or conducting research based upon racist premises (e.g. eugenics, terra nullius); and c. Holding or acquiring First Peoples' ancestral remains. <p>Please see Item 28 on the relevant history of the key lands on which the University's campuses in Victoria are situated, further to ACU's establishment in 1991.</p>



31	<p>Provide an explanation of key interactions between the University and Traditional Owner groups on which its campuses and facilities are based, including:</p> <ol style="list-style-type: none"> Regularity and context (e.g. whether ad hoc, or routinely conducted, in accordance with relevant engagement plans, policies); At what level(s) of formal interaction and/or engagement occurs (including the level of seniority of University staff and/or executives undertaking that interaction and/or engagement); and Governance structures for the interactions and/or engagements to be reported through (including, where appropriate, in reference to an Organisational Chart). <p>In Victoria, ACU's Indigenous Higher Education Unit Jim-baa-yer has coordinated an Elders yarning group which includes Traditional Owners, to connect with ACU staff and students on ACU's Melbourne Campus. The group meets up to four times a year (online and/or face to face) and provides the opportunity to engage Elders with First Nations students. The Co-ordinator, Jim-baa-yer has also attended and contributed to discussions convened by Yoorrook Aboriginal Justice Commission Hearings.</p>
OTHER	
32	<p>Are there any other matters which the University would like to add, relevant to Yoorrook's inquiries?</p> <p>ACU also notes the following engagements, activities and initiatives pertaining to First Nations peoples:</p> <ul style="list-style-type: none"> ACU and Toorong Marnong Memorandum of Understanding (MoU) (2018 - current) Community Engagement partnerships - ACU Victoria <ul style="list-style-type: none"> Implementing a trauma-informed model of care in the Emergency Department, St Vincent's Hospital Melbourne: To develop and implement a trauma-informed model of care that prioritises Aboriginal and Torres Strait Islander understandings of health and aims to prevent re-traumatisation of patients and their families in the hospital setting. Catholic responses to family violence: Bringing together Caritas Australia, Catholic Social Services Australia and Catholic Health Australia in responding to and preventing family violence. ACU scholarships and awards are also available to all ACU First Nations students at the Victorian campuses, namely: <p><i>ACU Scholarships</i></p> <ul style="list-style-type: none"> ACU Law - Aboriginal and Torres Strait Islander Equity Scholarship School of Business Scholarship Francis Xavier Conaci Scholarship (Rome, Italy) Gill Family Scholarship St Vincent's private Hospital Melbourne - Nursing Aunty Joan Hendriks Scholarship ACU Accommodation Scholarship Indigenous Commonwealth Accommodation Scholarship



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| | <ul style="list-style-type: none">▪ Indigenous Commonwealth Education Costs Scholarship▪ Williams Road Family Therapy Centre Scholarship (Postgraduate) |
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ACU Awards offered to all First Nations students

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| | <ul style="list-style-type: none">▪ Commencing Students- Start Up▪ Practicum Placement Uniform▪ Professional Placement▪ Student leadership |
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