

Organisation	Bond University		
Contact Person	Louise Batchelor		
Phone	07 55951035	E-mail	lbatchel@bond.edu.au

Bond University acknowledges the people of the Yugambeh language, upon whose ancestral lands our University now stands.

1. Enrolments (Access)

Bond University is a small, private, non-profit university which focuses on strategies to ensure students are retained and successfully complete their studies with a high level of satisfaction with their student experience. Bond is ranked amongst the best for this measure and in the 2020 Good Universities Guide was awarded more 5-star ratings in the student experience category than any other university in Australia.

To provide support for our Aboriginal and Torres Strait Islander students, Bond self-funds the Nyombil Indigenous Support Centre, which provides pastoral, cultural, academic and career support. The Nyombil Centre's primary focus is to provide a culturally safe learning environment where our Aboriginal and Torres Strait Islander students can thrive academically and develop their employability skills.

Our objective is to achieve sustainable growth in Aboriginal and Torres Strait Islander student enrolments, with an increasing focus on providing educational opportunities for Aboriginal and Torres Strait Islander youth from regional and remote communities. Indigenous students comprise less than 2% of the domestic enrolments at Australian universities (Department of Education, 2019), and their rates of completion are significantly lower than the national average. A measure of the University's progress is that the Bond Access UG rate remains ~~remains~~ above the national average.

Bond University's focus is to grow Aboriginal and Torres Strait Islander student enrolments whilst maintaining a high retention and completion rate. The 2018 Departmental data (latest available) demonstrates that the overall Aboriginal and Torres Strait Islander student access rate for Bond University is higher than the national average (Table 1). Table 2 highlights Bond has placed above the national Indigenous access performance average from 2014-2017. Table 3 demonstrates the number of Aboriginal and Torres Strait Islander School Leavers commencing an UG program at Bond is also above the national average for the sector. Table 4 and 5 demonstrate Bond has achieved strong performance in participation data, which is also above the national average.

Table 1. National Aboriginal and Torres Strait Islander student access rate. The access rate is calculated as commencing students/all commencing domestic onshore students.

Indigenous UG Access		2018
All Providers		2.21%
Table A		2.21%
Table B		2.10%
Bond University		2.67%

Source: DET 2018 Student Data: <https://www.education.gov.au/selected-higher-education-statistics-2018-student-data>

Table 2. Aboriginal and Torres Strait Islander student access rate Bond compared to Sector 2014-17

Year	Sector Indigenous Access Rate	Bond Indigenous Access Rate
2014	1.75%	2.24%
2015	1.88%	2.88%
2016	2.08%	2.93%
2017	2.16%	2.68%

Source: DET 2017 Student Data – full year data: <https://www.education.gov.au/selected-higher-education-statistics-2017-student-data>

Bond’s Aboriginal and Torres Strait Islander student participation rate is well above the national average as shown in Table 3 and has been since 2014 (Table 4).

Table 3. National Aboriginal and Torres Strait Islander School Leavers commencing an UG program student access rate. The access rate is calculated as commencing students/all commencing domestic onshore students.

Indigenous School Leavers UG Access		2018
All Providers		1.19%
Table A		1.17%
Table B		2.01%
Bond University		4.72%

Source: DET 2018 Student Data: <https://www.education.gov.au/selected-higher-education-statistics-2018-student-data>

Table 4. National Aboriginal and Torres Strait Islander student participation rate. The participation rate is the number of Aboriginal and Torres Strait Islander students divided by all domestic onshore students.

Indigenous Participation		2018
All Providers		1.89%
Table A		1.9%
Table B		1.63%
Bond University		2.54%

Source: DET 2018 Student Data: <https://www.education.gov.au/selected-higher-education-statistics-2018-student-data>

Table 5. Aboriginal and Torres Strait Islander participation rate Bond compared to the Sector 2014-17

Year	Sector Indigenous Participation Rate	Bond Indigenous Participation Rate
2014	1.52%	1.82%
2015	1.59%	1.97%
2016	1.73%	2.55%
2017	1.82%	2.78%

Source: DET 2017 Student Data – full year data: <https://www.education.gov.au/selected-higher-education-statistics-2017-student-data>

Access Strategies

Bond University has a long-standing and deeply embedded commitment to building strong relationships with the Aboriginal and Torres Strait Islander communities, with the primary goal of improving educational opportunities and providing culturally safe and supportive learning environments for our Aboriginal and Torres Strait Islander students. Bond believes education is the foundations for change and continues to invest in Indigenous education, because it is the facilitator for improved long-term outcomes for Aboriginal and Torres Strait Islander people.

The challenge for Bond is engaging with Aboriginal and Torres Strait Islander students from Regional and Remote areas. This is a complex challenge due to various factors such as distance, the costs involved to adequately support the transition into tertiary education and lower rates of Year 12 attainment in Regional and Remote areas.

According to the 2016 census:

- The proportion of Indigenous men with a university degree or higher in 2016 was 1.6% in remote areas and 6% in nonremote areas, compared to 26% from non-Indigenous Australians.
- The proportion of Indigenous women with a university degree or higher in 2016 was 4% in remote areas and 11% in nonremote areas, compared to 33% from non-Indigenous Australians.

Source: 'Post-School Education – 2016 Census Papers'. Centre for Aboriginal Economic Policy Research (ANU).

To address the disproportional outcomes for Aboriginal and Torres Strait Islander students from regional and remote areas, Bond is building on three main access strategies which have proven to be most successful in assisting Aboriginal and Torres Strait Islander students to commence at Bond.

Outreach

The Nyombil Centre has developed relationships with various organisations who support young Aboriginal and Torres Strait Islander students from regional and remote areas such as Yalari, AFL Cape York House and the Cape York Leadership program. This has been achieved through visits, experience days and through Bond University's Indigenous Scholarship program.

Bond University also hosts a "Yarning Up" tour annually. This is a unique opportunity for corporate CEOs, educational leaders and Bond senior management staff to be immersed into remote

communities and gain understanding of the educational needs of the local young people. The five-day program alternates between communities in the Lockhart River and the Torres Strait Islands and is hosted by Aboriginal and Torres Strait Islander staff from Bond University. This is a unique personal and professional development experience designed in the spirit of true collaboration and connection, forging vital links between Australia's leading educators, corporate achievers, and remote communities.

In August 2019, a group of local principals, executives, entrepreneurs and philanthropists visited the Torres Strait Islands to gain understanding of the educational needs of the local young people. The itinerary included two days on Murray Island (Mer) and three days on Thursday Island (Waiben). This year for the first time, a student from Thursday Island joined trip. Visiting Murray and Thursday Island communities gave the participants an insight to the unique issues and challenges faced by families living in remote areas. We understand that improving tertiary outcomes and closing the education gap for Aboriginal and Torres Strait Islander people depends on the pathway from home to primary school to secondary college, particularly when students have to make the transition from Year 6 in a small island school to Year 7 in boarding school in a busy regional town or metropolitan area. For this reason, it is important for school principals to participate.

The group met with representatives from the Torres Strait Islanders Regional Education Council, local Councillors from the Torres Strait Island Regional Council, the Kaurareg Native Title Chair and a number of other Elders, aunties, leaders and educators. The participants sought to build genuine relationships and discussed how they could help the local people achieve the goals and dreams they have for themselves and their children.

One participant in the recent Yarning Up tour was Professor Nick James, Executive Dean, Faculty of Law. Professor James explained "As a university, Bond has a responsibility not just to educate and conduct research, but to engage with local communities and contribute to addressing social injustice,"

Through the Nyombil Centre, Bond University has also built collaborative, knowledge sharing partnerships with the local Aboriginal and Torres Strait Islander community. A Bond University representative attends Karulbo meetings, which are information sharing sessions about local services and programs for the local Aboriginal and Torres Strait Islander community. Our connection to the local Aboriginal and Torres Strait community is further enhanced by the Fellowship awarded to a local Elder who also sits on the Bond University Indigenous Consultative Committee.

Bond University supports Aboriginal and Torres Strait Islander students in many ways throughout their studies including hosting the Australian Indigenous Mentoring Experience (AIME) in 2019. Since AIME's establishment on the Gold Coast in 2011, over 275 Bond students have mentored nearly 1000 Aboriginal and Torres Strait Islander high school students through the program which is based on campus. In 2019, 145 indigenous students from 6 local high schools attended Program Days held on campus. Of these students, 100 attended 2 Program Days and 4 Tutor Squad sessions.

The University also has a strong, long standing relationship with the Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF). The University hosted and funded a QATSIF Gold Coast regional NAIDOC celebration for QATSIF funded students in local High Schools.

Self-funding

Bond self-funds the costs associated with operating the Nyombil Centre. Established in 2012, the Centre is a home away from home in the form of an inclusive environment providing each of our Aboriginal and Torres Strait Islander students personalised pastoral, cultural, academic and career

development support. The support services include weekly assistance to build employability skills, weekly access to an Employment Services Specialist, one-on-one tutoring providing structured academic support, and cultural and pastoral support. As a result, the outcomes our Aboriginal and Torres Strait Islander students achieve is often beyond their expectation, the services instil confidence in academic progress and inspires the cohort to perform to the best of their ability.

The Nyombil Centre is part of Bond’s centralised student support services. Our Aboriginal and Torres Strait Islander students also have access to services providing study, personal, medical and disability support. This embedded structure successfully transitions and integrates our Aboriginal and Torres Strait Islander students to the Bond community.

Fund raising

Every year, Bond University holds an Indigenous Gala to raise funds to support scholarships and bursaries for Aboriginal and Torres Strait Islander students to attend Bond University. The annual event attracts over 500 people and is the universities premier event bringing together corporate sponsors, South East Queensland business identities, local Elders, community members and students to celebrate our Aboriginal and Torres Strait Islander student success stories. Since 2010, the event has succeeded in raising \$2 million to financially support Aboriginal and Torres Strait students access a university education at Bond University.

Bond University continues to invest in Aboriginal and Torres Strait Islander education and has awarded a scholarship or bursary to 96 students since 2012 (30 male -31%, 66 female- 69%). In 2019, Bond University awarded 10 Aboriginal and Torres Strait Islander students a tuition remission scholarship. The recipients were from various areas in Australia including metropolitan areas, the Torres Strait Islands, Cape York, Cairns and other regional areas in Queensland.

Through funds raised at the Indigenous Gala, Aboriginal and Torres Strait Islander students from outside of the Gold Coast region receive “living bursaries” which are the costs of on campus accommodation and dining for one semester. These bursaries allow an easier transition to the Gold Coast and provide assurance to the recipient’s family members.

In addition to funding living bursaries, the Indigenous Gala raises funds for educational costs in the form of textbook bursaries and meal cards. In 2019, \$4,000 was invested for 18 Aboriginal and Torres Strait Islander students to receive a textbook bursary. 12 of the recipients were from regional and remote communities. A further \$8,375 contribution enabled 21 Aboriginal and Torres Strait Islander students to receive a meal card to be used at the on-campus food outlets. 12 of the recipients were from regional and remote communities.

Table 1 Scholarships - breakdown of 2019 payments^{i ii iii}

	Education Costs		Accommodation		Reward		Total ^{iv v}	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ^{vi}								
Undergraduate ^{vii}	7,990	1						
Post-graduate ^{viii}								
Other								

Total	\$7,990							
--------------	---------	--	--	--	--	--	--	--

The costs of the AIME program for 2019 were partly funded under the ISSP funding grant. All other access strategy activities and the costs of providing support services, scholarships and bursaries are self-funded by Bond University as outlined above.

Progression (access and outcomes)

Success rates and retention of Aboriginal and Torres Strait Islander students

In 2018, the national success rate for Indigenous students was 71 per cent – compared to 85 per cent for non-Indigenous students.

The Bond University Indigenous student success rate in 2018 increased to 86% compared to the national average of 74%. Bond University has an outstanding student support structure, which our Nyombil Indigenous Centre is part of. Embedding the Nyombil Centre into a successful centralised group of student support services has translated to high retention and completion rates that are among the best in the country.

By working collaboratively, Bond University has made significant progress towards ensuring Indigenous higher education is part of our core business with tangible outcomes for our Aboriginal and Torres Strait Islander staff and students, and the community. We have noted that our Aboriginal and Torres Strait Islander cohort’s success at university usually correlates with their level of engagement with the Nyombil Centre and associated student support services.

Bond continues to have a strong success rate which is now 10% above the national average as demonstrated in Table 6 below. Bond University’s Indigenous Student Success rate increased from 83.27% in 2017 to 85.98% in 2018. This has been achieved by a whole of university commitment, a strong connection to the centralised student support services and the work of the Nyombil Centre staff.

Table 6. National Aboriginal and Torres Strait Islander student Success Rate. Success Rate measures academic performance by comparing the effective full-time student load (EFTSL) of units passed to the EFTSL of units attempted.

Indigenous Success	2018
All Providers	74.10%
Table A	74.10%
Table B	72.02%
Bond University	85.98%

Source: DET 2018 Student Data: <https://www.education.gov.au/selected-higher-education-statistics-2018-student-data>

Table 7. National Aboriginal and Torres Strait Islander student attainment rate. The attainment rate is calculated by the course completions of Aboriginal and Torres Strait Islander students divided by the course completions of all domestic onshore students.

Indigenous Attainment	2018
All Providers	1.24%
Table A	1.24%
Table B	1.47%
Bond University	2.94%

Source: DET 2018 Student Data: <https://www.education.gov.au/selected-higher-education-statistics-2018-student-data>

Bond University's Indigenous Attainment rate also increased from 2.72% in 2017 and is well above national average.

The Bond University Nyombil Indigenous Student Support Centre

The Nyombil Centre is the central focus for the University's Indigenous community and provides supportive learning environment for our Aboriginal and Torres Strait Islander students. All operational costs of the Centre are fully funded by Bond University which highlights the University's commitment to a culturally safe and supportive learning environments for our Aboriginal and Torres Strait Islander students.

Bond is committed to providing a culturally safe and supportive learning environment for Aboriginal and Torres Strait Islander students where they can progress and complete higher education programs at the same rate as, or at a better rate than, non-Indigenous students. In 2014, 2.24% of the University's commencing domestic students identified as Indigenous. In 2018, this number increased to 2.67% (Department of Education and Training, 2019). This figure is slightly higher than the average rate for Australian universities of 2.21%. In terms of participation, the University experienced a participation rate of 2.54% in 2018 compared to the national average of 1.89% (Department of Education and Training, 2019). Bond University's Indigenous Attainment rate increased from 2.72% in 2017 to 2.94% in 2018 compared to the national average of 1.24%. Finally, the success rate of Indigenous students at Bond University was 85.98% in 2018, in comparison to the national average of 74.10% (Department of Education and Training, 2019).

It is argued that these figures provide some evidence as to the efficacy of the support strategies for Aboriginal and Torres Strait Islander students embedded within Bond University.

Bond Indigenous Tutoring program (funded by ISSP)

The ISSP funded Bond Indigenous Tutoring Scheme uses a strengths-based approach and reinforces positive beliefs about our Aboriginal and Torres Strait Islander students' abilities. The Bond tutoring program aims to equip Aboriginal and Torres Strait Islander students with confidence in their abilities to succeed which is evidenced in Bond University's strong Aboriginal and Torres Strait Islander student success rate. In 2019, 39 Aboriginal and Torres Strait Islander students received tutoring including 16 students from Regional and Remote areas.

A 2019 Bachelor of Sports Management graduate and recipient of a 2019 Federal Government graduate program position explained "The tutoring program was essential for me. Early on in my degree I found myself struggling to manage and keep up with the workload, but after being introduced to the program it allowed me to get on the right track. Without this program I would not have been able to achieve what I have with my grades and obtaining a degree."

14 tutors were employed on a casual basis to work on the tutoring program in 2019. Of the 14, seven were high achieving Aboriginal and Torres Strait Islander students. All tutoring staff receive an induction and training before they commence employment. The one-on-one induction is conducted by one of our Student Learning Advisors from the Academic Skills Centre at Bond University. The induction includes a discussion on successful strategies for tutoring and prospective tutors are provided access to the Bond Indigenous Tutoring community page. Additionally, it is a requirement for all staff who work on the ISSP funded tutoring program to hold a Blue Card and complete a Working with Children training module located on the Bond University Human Resources Learning and Development site.

Performance of the ISSP funded tutoring program is monitored and evaluated during and after each semester has finished. The General Manager, Learning Services meets briefly with each tutor weekly to discuss individual student progress and participants on the tutoring program are invited to complete an online survey. In addition, when students apply for the tutoring program applicants have the opportunity to discuss their individual requirements and expectations.

The results from each semester are also analysed and reviewed. For example, in our last semester of 2019:

- 17 Indigenous students received tutoring in 33 subjects for a total of 435.5 hours;
- The students receiving tutoring passed 32 of the 33 subjects, 1 student withdrew mid semester;
- 9 of the 17 students receiving tutoring were from a remote or regional area.

In July 2019, the second journal article written by staff from the Academic Skills Centre and the Nyombil Centre was published in the Journal of Academic Language and Learning:

“Not just a tutor”: Successful supplementary tuition for Australian Indigenous students in higher education (Lydster & Murray, 2019)

The paper reports on lived experiences of Aboriginal and Torres Strait Islander students and tutors involved in Bond Indigenous Tutoring program (BIT). The paper investigates factors that contribute academic success for Aboriginal and Torres Strait Islander students enrolled at Bond. The research highlights the importance of tuition programmes and Aboriginal and Torres Strait Islander support centres at university and how they are key contributors to success. The paper also states that the provision of support should not be carried by one single unit; rather it is the role of all key stakeholders within an institution to ensure that Aboriginal and Torres Strait Islander students feel they are being supported.

The Bond Indigenous Tutoring program has proven to be very successful and has four main requirements for this success. The most commonly referred to factor for successful supplementary tutoring is the rapport between tutor and student. When rapport between the student and tutor is established, students gain more from the tutoring sessions.

A second requirement is that the tuition be tailored to students’ specific needs. In our research paper, students identified the distinct benefits of the tutoring being one on one, stating it allowed them to gain a thorough understanding of the concepts covered whilst working at a pace that suited them.

A third requirement is that the tutoring encompassed content specific tuition as opposed to solely academic skills. Although content specific tutoring was described as being a necessity, in our research paper, it was noted that explicit assistance with academic literacies development is beneficial in students’ early stages of university.

Finally, having tutors who had studied or are studying the same degree programme as the student receiving the tutoring and being of a similar age were considered necessary. The main benefit is students feel that their tutors are more approachable.

Cultural Competency (funded by ISSP)

To enhance the cultural competency of staff Bond University contracts Bannam (leaders and innovators in the area of Cultural Intelligence) to conduct cultural intelligence training. The program

is run by a respected Traditional Custodian family throughout the Yugambeh/Bundjalung Language regions.

The Cultural knowledge that Banaam provides comes from a team who live and breathe Indigenous culture every day. The training sessions are face to face and focus on reimagining leadership, communication and engagement strategies. The day comprises two sessions for a total of six hours and there is an on-campus seminar followed by an on-country experience.

All members of the Bond University Indigenous Consultative Committee (ICC) and members of staff who interact professionally with our Aboriginal and Torres Strait Islander students have attended sessions run by the Banaam Cultural Intelligence program. Banaam uses applications, based on Indigenous frameworks and cultural principles, to equip and empower.

The intention is to embed similar training into the orientation activity for all new staff while a number of senior staff have availed themselves of the Banaam training, and some have followed up by being part of the 'Yarning Up' experiences that the University runs in the Lockhart River and in the Torres Strait.

ISSP funded strategies

As indicated above, the ISSP funds the Bond Indigenous Tutoring Scheme and the Banaam cultural intelligence training workshop which was attended by our Aboriginal and Torres Strait Islander students, members of the Bond University Indigenous Consultative Committee (ICC) and members of staff who interact professionally with our Aboriginal and Torres Strait Islander students.

In addition, funds were used to support costs associated with cultural celebrations for the Bond student and staff community. Funds were also used to assist with the costs associated with the experience days for Aboriginal and Torres Strait Islander students from the Northern Peninsula Area State College and AFL Cape York House. All the visiting students were from remote and regional areas.

Add info about activities in Table 2b

Table 2a Tutorial assistance provided in 2019

Level of study	Number of students assisted	Total hours of assistance ^{ix}	Expenditure ^x (\$)
Diploma	10	324.75	
Undergraduate	26	1186.75	
Postgraduate	3	87.5	
Other			
Total	39	1599	\$82,076

Table 2b Indigenous Support Activities provided in 2019^{xi}

Activity ^{xii xiii}	Number of student participants	Expenditure (\$)
NAIDOC Week flag raising ceremony	130	\$213.18
Bond University Indigenous Staff Network lunch	7 staff	\$179.55
NAIDOC week academic panel	80	\$498.32
Mabo Day celebration	100	\$1111.36
Northern Peninsula Area State College	23 plus 2 staff	\$323.64
AFL Cape York House Open Day Experience	4 plus 3 staff	\$2124.76
Banaam Cultural Intelligence Workshop morning tea	35 staff and students	\$306.59

3 Completions (outcomes)

Since the Nyombil Centre opened in 2012, we have had 116 Aboriginal and Torres Strait Islander graduates, 31 of these students have completed more than one program. For context, between 1989 and 2012, 15 Aboriginal and Torres Strait Islander graduated from Bond University.

In 2019, Bond University again produced outstanding Indigenous graduates. Our strong student success and retention percentages are translating into successful degree program completions. We aim to continue an incremental increase of graduates each year and ensuring our Aboriginal and Torres Strait Islander students secure graduate roles or progress into further study.

We offer a four-pronged approach comprised of academic support (through the tutoring program), pastoral and cultural support (Nyombil Centre staff and our University Fellow), financial support (scholarship and bursary program) and career support (Career Development Centre staff) to assist our Aboriginal and Torres Strait Islander students successfully complete their programs. As highlighted above, since 2012, Bond has seen an increase in Aboriginal and Torres Strait Islander enrolments and program completions. This is attributed to the high quality of personalised support previously mentioned which has produced strong progression and retention rates.

In 2019, Bond was Australia's top-ranked university for producing graduates that employers want to hire for the second successive year. Bond graduates received a 94.6 per cent overall satisfaction score from employers, with their foundation, collaborative and technical skills rating over 96 per cent. Employers are seeing the benefits of Bond's investment in employability development for every student. Bond University undergraduate students are required to complete Beyond Bond, which is a practical, activity-based program designed to foster and develop the all-important employability and interpersonal skills required by employers in today's competitive job market. Beyond Bond ensures that all Bond students engage in various extra-curricular activities that complement their academic studies.

As part of the Beyond Bond program, all Aboriginal and Torres Strait Islander students at Bond receive an extensive suite of career guidance services including the opportunity of internships and placements offering quality practical experience and potential career contacts with leading Australian and international employers.

Graduate support strategy

Nyombil Centre staff and a dedicated Employment Services Specialist from the Career Development Centre work with our Aboriginal and Torres Strait Islander students over the full duration of their program at Bond to structure their transition into employment or further study. Part of this process involves working with our Aboriginal and Torres Strait Islander students to ensure the Beyond Bond program is successfully completed. Since Beyond Bond was introduced in 2014, every Aboriginal and Torres Strait Islander graduate has successfully completed the program. Success is measured by the number of our Aboriginal and Torres Strait Islander student completing their programs with relevant work experience and the graduate outcomes they achieve.

The Career Development Centre's Employment Services Specialist and Nyombil Staff work closely with internal business units, graduate employers and local businesses to bring employment opportunities to Bond University. We support our students in gaining part-time employment whilst studying to develop their employability skills connecting our students and graduates with these opportunities increases the employment outcomes. Weekly emails are distributed to our Aboriginal and Torres Strait Islander students to inform them of the opportunities available and application assistance is provided on an individual basis to these students to meet the relevant employment criteria. We also work closely with our Alumni and Partnership offices to connect students with Bond Aboriginal and Torres Strait Islander graduates and Corporate Partners who support our scholarship programs and fundraising events, to gain industry experience, employment and full-time employment.

The dedicated Employment Services Specialist works with all Aboriginal and Torres Strait Islander students to develop an employment strategy to gain experiences and opportunities that will benefit them for graduate employment post Bond. This is achieved by the Employment Services Specialist staff member dedicating a full day of service at the Nyombil Centre every week of each semester to assist students to be industry aware, build employability skills and implement strategies to ensure our students are job ready. We focus on mapping out our Aboriginal and Torres Strait Islander students' study plans to identify where industry experience can be gained and ensure graduate application deadlines are met so all our Aboriginal and Torres Strait Islander students can access these opportunities.

Working closely with students to provide industry-based work experience and formal Internship programs builds their industry knowledge and employability skills to ensure they are successful in gaining graduate outcomes. Each semester we invite employers to campus to speak with our Aboriginal and Torres Strait Islander students to give them options of how they can use their degrees in industry. For example, the APS Indigenous Graduate Program staff visit annually to inform our students of the Government Departments that offer identified roles. The recruitment staff get to know our students on a personal level providing assistance and advice on the recruitment process. Other top tier firms/companies from law, professional services, community and not for profit companies engage with the Career Development Centre and Nyombil Centre staff to offer alternate employment pathways. For those employers who are unable to attend personally to present, the information and marketing material is distributed to students directly, so they are aware of the opportunities available to them.

We understand the importance of maintaining these professional relationships with industry as this leads to a higher percentage of our students gaining employment in full time graduate programs.

The Employment Services Specialist also provides coaching on the interview processes, application and resume assistance and personalised support to all Aboriginal and Torres Strait Islander students progressing through the graduate employment process.

The Nyombil Centre staff and Employment Services Specialist maintain close contact with all Aboriginal and Torres Strait Islander students/graduates after graduation to monitor employment outcomes or post-graduate study outcomes. The Career Development Centre offers life-long assistance to all students and will work with our students via face to face consultation or remotely via phone, email and SKYPE to ensure they are achieving employment outcomes after graduation. All employment sessions and consultation times are shared with our Alumni to access to ensure our graduates are gaining full time employment, along with lifelong access to our Careers and Employment Portal.

This service to our Aboriginal and Torres Strait Islander students and alumni is entirely funded by Bond University.

4. Regional and remote students

To enhance the opportunity for equitable access to Aboriginal and Torres Strait Islander students from Regional and Remote areas, Bond has signed a Memorandum of Understanding with AFL Cape York House (AFLCYH) in Cairns. The agreement will formulate a collaborative model designed to engage with and provide additional preparatory support to young Aboriginal and Torres Strait Islander people from the Cape York region and Torres Strait Islands for the transition into an urban academic environment.

The partnership with AFLCYH will promote access to tertiary education by inspiring aspiration, informing students from Year 9 to Year 12 of post school options including pathways into tertiary education and scholarship opportunities. In July 2019, a successful pilot program partly funded by our ISSP allocation brought 4 AFLCYH students to campus for the Bond University Open Day. The outcome is an ongoing relationship with AFLCYH staff and students. The students who visited in July 2019 left campus with higher aspirations and greater knowledge of the options available to them.

Each year through our fundraising activities, Bond University provides tuition remission scholarships for Indigenous students some from remote and or disadvantaged backgrounds. These scholarships are an opportunity to access a quality tertiary education and build a better future for Indigenous Australians. Applicants from remote and regional areas are flown to the Gold Coast and provided with on campus accommodation for the two-day selection process.

The first day is designed to build relationships, provide additional information about Bond not necessarily available on the web and an opportunity for the applicants to reflect upon the proposed transition from Year 12 to an urban tertiary environment. Essentially, this day is an experience day where applicants can ask questions and learn more about the steps required to transition successfully into tertiary education.

In October 2019, we awarded 5 Bond University Indigenous scholarships for students commencing in 2020. Of the five scholarship recipients, three are from remote and regional areas. The scholarships and selection days are all funded by Bond University.

Each commencing Aboriginal and Torres Strait Islander student from a remote or regional area is allocated a tutor which commences in week 2 of their first semester. The students will generally have the same tutor for their first calendar year at Bond which in our case is 3 semesters (42 weeks). Of the

1599 hours of tutoring in 2019, 848.5 hours (53%) were allocated to students from a remote or regional area.

In 2019, 75% of our living bursaries were awarded to Aboriginal and Torres Strait Islander students from regional and remote communities totalling \$40,000. The purpose of this assistance is to ease the transition for Aboriginal and Torres Strait Islander students when commencing their first semester. The living bursaries cover the costs of on campus accommodation and a dining plan for one semester.

In addition to living bursaries, we ensure Aboriginal and Torres Strait Islander students from remote and regional areas have access to textbook bursaries and meal cards over the course of their studies. 66% of the Aboriginal and Torres Strait Islander students who received a textbook bursary in 2019 were from regional and remote communities. Finally, in 2019 57% of the Aboriginal and Torres Strait Islander students to receive a meal card to be used at the on-campus food outlets were from regional and remote communities.

For the first time, we also awarded a Bond University Remote and Regional Indigenous Student Educational Cost Scholarship. The scholarship rewards significantly improved academic performance and resilience, and its criteria reflects this.

5. Working with Vulnerable People Requirement^{xiv}

	Yes/No
Has the provider completed a risk assessment?	Yes
Have staff involved in ISSP activity received training?	Yes
Does the provider have a compliance process in place?	Yes

6. Eligibility requirements

6.1 Indigenous Education Strategy

The Bond University Indigenous Education Strategy 2018–22 outlines Bond University’s commitment to providing an inclusive and supportive learning environment for Aboriginal and Torres Strait Islander students where they can progress and succeed in higher education programs. The strategy aligns with the priorities of the 2018-2022 Bond University Strategic Plan, which include a commitment to providing high-quality education pathways and programs, with integrated and structured offerings, that enable a broader range of students to enter and succeed in our degrees. For more information see:

<https://bond.edu.au/files/2986/Indigenous%20Education%20and%20Workforce%20Strategy.pdf>

Bond’s whole of university commitment to improving educational opportunities for students and nurturing an informed workplace where Aboriginal and Torres Strait Islander people and cultures are included, valued and welcomed, has promoted learning, knowledge and cultural capabilities within our University Community.

Bond University Graduate Attributes 2019

In 2019, Bond introduced a new more general graduate attribute of ‘Global Citizen’. To ensure Aboriginal and Torres Strait Islander views are embedded into course design and re-accreditation processes, Faculties are in the process of reviewing their programs to ensure the coverage of all graduate attributes, including Global Citizen.

Global Citizen extract from the Bond Graduate Attributes:

The Global Citizen attribute demands Bond University graduates embrace inclusiveness whilst valuing the rich diversity of others from different backgrounds within changing environments. They demonstrate appreciation and respect for the unique historic, social, cultural and ethical values and traditions of populations such as the first peoples of Australia and other groups throughout the world (cultural capability). Bond University graduates value biodiversity and recognise the importance of sustainable development, whilst demonstrating a commitment and responsibility to community. Bond University graduates take responsibility for their actions and understand the need for personal accountability. They employ integrity, professionalism and ethical decision making to all aspects of their enterprise.

Although the University does not yet have an Indigenous Research Strategy in place, this strategy is currently under development.

Bond University Reflect Reconciliation Action Plan

In July 2019 the Bond University Reflect Reconciliation Action Plan was formerly endorsed by Reconciliation Australia. Through this RAP and our Bond University Indigenous Education and Workforce Strategy, Bond will strive to build stronger relationships between First Nations people and the wider Bond community. Through the Bond University Indigenous Consultative Committee (ICC) a working group is introducing the RAP to the university community and discussing implementation strategies. In October 2019 the General Manager Learning Services became a member of the South East Queensland Narragunnawali Reconciliation Industry Network Group (RING) and attended the inaugural meeting. This forum has been formed to facilitate an exchange of learnings and insights about education-focused reconciliation initiatives across the state.

Curriculum

The University's Learning and Teaching Committee is currently considering the inclusion of Aboriginal and Torres Strait Islander knowledges into the CORE subject curriculum, which is a component of all undergraduate programs offered at Bond University. In addition, the Faculty of Law, and the Faculty of Health Sciences and Medicine are reviewing curriculum content with a view to including additional Aboriginal and Torres Strait Islander content.

Beyond Bond

University undergraduate students are required to complete Beyond Bond, which is a practical, activity-based program. Beyond Bond ensures that all Bond students engage in various extra-curricular activities that complement their academic studies.

Beyond Bond includes an Indigenous Engagement elective under the Community-based program options. This unit is designed to recognise the skills and experience developed through engagement in Aboriginal and Torres Strait Islander activities and programs. Examples of Eligible Activities are becoming a mentor on the Australian Indigenous Mentoring Experience program (AIME), participating on the Abergowrie or Kununurra Project and becoming a tour guide for the University's Indigenous Art Collection. Students are required to write a 600-word reflection identifying at least 2 employability skills that have been strengthened, something new that they discovered about themselves and others through the experience and how they will use this new-found awareness in the future.

In addition, the Banaam Cultural Intelligence seminar is offered to all undergraduate students as part of the Beyond Bond program.

All of these experiences give Bond students the chance to give back to community and the opportunity to learn about Aboriginal and Torres Strait Islander culture.

6.2 Indigenous Workforce Strategy accessible by public

The Bond University Indigenous Workforce Strategy 2018 – 2022 recognises the Aboriginal and Torres Strait Islander Community on our campus and provides mechanisms to increase indigenous and non-indigenous participation in cultural events and strategies to promote cultural capability and awareness within our staff community. For more information:

<https://bond.edu.au/files/2986/Indigenous%20Education%20and%20Workforce%20Strategy.pdf>

In 2019, the University consolidated its position by continuing with the implementation of the strategies outlined. The Indigenous staffing network has met regularly throughout the year, sharing stories and supporting each other, while discussing matters relevant to the group and wider Bond indigenous community.

High level senior managers and other key staff attended cultural immersion and awareness sessions. With the implementation of the Reflect Reconciliation Action Plan in 2019, the University has also made a commitment to communicating cultural events and reviewing cultural awareness training in 2020.

The Indigenous representation on staff at Bond remained consistent at 2.1% in 2019.

The Human Resources department networked with key Indigenous employment contacts at other Universities engaging in discussions regarding industry standard and best practice recruitment, selection and retention strategies. Furthermore, HR have reviewed the current recruitment policies and developed a standard process for recruiting targeted positions. The first targeted position recruitment strategy will be implemented in 2020.

To enhance the cultural competency of staff, Bond University contracts Bannam (leaders and innovators in the area of Cultural Intelligence) to conduct cultural intelligence training. The program is run by a respected Traditional Custodian family throughout the Yugambeh/Bundjalung Language regions.

All members of the Bond University Indigenous Consultative Committee (ICC) and members of staff who interact professionally with our Aboriginal and Torres Strait Islander students have attended Banaam Cultural Intelligence sessions program.

The intention is to embed similar training into the orientation activity for all new staff while a number of senior staff have availed themselves of the Banaam training, and some have followed up by being part of the 'Yarning Up' experiences that the University runs in the Lockhart River and in the Torres Strait.

Participation is voluntary and the opportunity has been embraced by our staff. The training sessions are face to face and focus on reimagining leadership, communication and engagement strategies. The day comprises two sessions for a total of six hours: an on-campus seminar followed by an on-country experience. The Banaam cultural intelligence workshop and on country experience is available for all staff. More than 100 staff have participated over the last two years.

Academic staff at Bond University have a service component within their workload model. Academics may recognise community engagement and events participation in the promotions and performance assessment processes as part of the service component of their workload. Professional staff cultural

awareness activities are recognised within the core competencies measured in the professional development review process.

The Bond University Staff Indigenous Network launched in 2018, provides opportunities for effective engagement with the broader Indigenous community.

Table 6.2 Indigenous workforce data (2019 breakdown)

Faculty	Level/position	Perm/ >1yr		Casual/ <1yr	
		Academic	Non-academic	Academic	Non-academic
ALL		4	2	7	13

6.3. Indigenous involvement in decision-making

The Bond University Indigenous Consultative Committee (ICC) is a Standing Committee of Academic Senate and an Advisory Committee to the Vice Chancellor. It provides oversight of all Indigenous programs and initiatives within Bond University. Its membership includes a Community Elder, four Bond University Aboriginal and Torres Strait Islander professional and academic staff, two Aboriginal and Torres Strait Islander student representatives, the Manager of the Nyombil Centre and three members of Senior Management. The ICC quorum requires a majority of Aboriginal and Torres Strait Islander members at each meeting.

The ICC has responsibility for the development and oversight of the Bond's Indigenous Education Strategy and Indigenous Workplace Strategy. It also recommends the allocation of resources for dedicated Indigenous programs, including the University Indigenous Scholarship Program and the Indigenous Student Success Program (ISSP) Grants.

A list of the current committee members and terms of reference can be found at: <https://bond.edu.au/files/2985>

The ICC met four times during 2019: 13th February, 11th April, 12th June and 9th October.

The agenda items discussed at the meetings were:

- 13th February: The RAP finalisation and implementation discussion. The Nyombil Centre performance report for 2018, Indigenous fundraising gala, 2018 ISSP draft report and expenditure plan for 2019, Indigenous strategy progress survey for 2018 and NAIDOC week events for 7-14 July 2019;
- 11th April: The ICC endorsed the Draft 2018 ISSP Report and the ISSP 2018 Financial Acquittal. The ICC endorsed the final RAP draft. Discussed the ISSP 2019 funding package and expenditure. Discussed events to celebrate Reconciliation Week and NAIDOC Week. The ICC received an update on the Bond University Indigenous Staff Network and discussed the Universities Australia- Indigenous Strategy 2017-2020;

- 12th June: The ICC discussed feedback from Reconciliation Australia on the Bond Reflect RAP and approved the RAP design draft. Discussion of outreach proposal with AFLCYH and verbal updates on the Bond University Indigenous Staff Network meetings, NAIDOC week events and Reconciliation Week activities;
- 9th October: The ICC discussed engaging Banaam to assist Faculties incorporate cultural frameworks into program curriculums. Update on the award of Indigenous scholarships for 2020. RAP engagement strategy was discussed and the importance of Bond staff to embrace elements of the RAP

6.3.1. Statement by the Indigenous Governance Mechanism

The Bond University Indigenous Consultative Committee has reviewed the 2018 ISSP Performance Report and is satisfied that the content accurately reflects the situation with Aboriginal and Torres Strait student enrolments and performance in that year. The Committee has also reviewed the Auditors Report and Financial Acquittal and is satisfied the 2018 Indigenous Student Success Program funding has been spent appropriately. The Committee approves the Chair of the Indigenous Consultative Committee, Interim Registrar Louise Batchelor, signing the 2019 Financial Audit on behalf of the Committee.
