



Bond University Indigenous Student Success Program 2020 Performance Report

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

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, in the 2021 Good Universities Guide, Bond University was awarded more 5-star ratings in the student experience category than any other university in Australia for the fifteenth year in a row. For more information: [About Bond | Bond University](#)

This commitment extends to our Aboriginal and Torres Strait Islander students through the Nyombil Indigenous Support Centre. The Nyombil Centre provides pastoral, cultural, academic and career support with a strong focus to provide a culturally safe learning environment where our Aboriginal and Torres Strait Islander students can thrive academically and develop their employability skills.

1. Enrolments (Access)

Aboriginal and Torres Strait Islander enrolments for 2020 were not impacted dramatically by COVID-19. In January 2020, we commenced the year with 54 Aboriginal and Torres Strait Islander students enrolled. In the September 2020 semester, 53 Aboriginal and Torres Strait Islander students were enrolled. By comparison, in September 2019, we had 45 Aboriginal and Torres Strait Islander students enrolled. By maintaining a good retention strategy across the September 2020 semester, we have a solid base of 72 Aboriginal and Torres Strait Islander students enrolled in our January 2021 semester.



Access strategies

Bond University's approach to access is to implement an integrated strategy involving scholarship assistance, personalised academic and pastoral support plans, cultural connection, leadership and career development, community outreach and awareness raising. This strategy is supported by Senior Management and is a university wide approach encompassing our Aboriginal and Torres Strait Islander students and staff.

1.1 Tuition Remission Scholarships

Bond University is committed to supporting Indigenous Australians by offering a premium tertiary education experience and pathways to exceptional career opportunities. Every year, Bond University offers a range of full and part-fee scholarships to outstanding school-leavers and mature age applicants who have excelled academically or through extracurricular engagement and leadership roles. Since the Nyombil Centre opened in 2012, Bond University has awarded 97 Indigenous tuition remission scholarships all of which are either self-funded or through corporate sponsors totalling \$5 million. As a result, 35% of our Aboriginal and Torres Strait Islander cohort in 2020 were scholarship recipients.

For more information on our Indigenous scholarship opportunities: [Bond University Indigenous Scholarship | Bond University](#)

1.2 Bursaries

In addition, to assist the financial burden of transitioning into higher education, funds raised from corporate partners are awarded to Aboriginal and Torres Strait Islander students from outside of the Gold Coast region for "living bursaries" which are the costs of on campus accommodation and dining for one semester. In 2020, \$30,000 in living bursaries was awarded to 7 Aboriginal and Torres Strait Islander students to assist with the relocation to the Gold Coast. Of the 7 students, 6 were from Regional and Remote areas including Yarrabah and Lockhart River in Northern Queensland.

Bond also raises funds for meal cards for our Aboriginal and Torres Strait Islander students to use at the on-campus food outlets. In 2020, \$8,950 was awarded in meal card bursaries to 26 Aboriginal and Torres Strait Islander students. 13 of the recipients were from regional and remote communities. This is slightly down on previous years; however, this can be explained through the interruption caused by COVID-19 when the university pivoted to remote learning for a semester and multi modal since September 2020. Since introduced in 2014, \$86,000 in



living expenses bursaries has been awarded to our Aboriginal and Torres Strait Islander students.

Unfortunately, COVID-19 restricted fundraising activities and outreach activities in 2020. Due to Queensland health guidelines, the annual Indigenous Fundraising Gala had to be downsized to a lunch and the annual “Yarning Up” tour for corporate sponsors was cancelled. Outreach was a challenge in 2020 and the option to request a rollover funds from our 2020 ISSP funding for the 2020-24 Bond University Aboriginal and Torres Strait Islander Student Higher Education Preparation and Transition Strategies Program to 2021 was accepted. Due to the travel restrictions around COVID-19, we did not have an opportunity to commence the outreach program proper and decided to postpone this activity until 2021. However, planning on how to best approach target areas in regional North Queensland has continued.

1.3 Indigenous Outreach & Cultural Support Officer

Although our EFTSL Regional and Remote data has remained consistent over the last 3 years, the challenge for Bond is engaging with students from regional and remote areas remains. 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.

To address these issues, in 2020 through the ISSP funding program, Bond created an identified position for an Indigenous Outreach & Cultural Support Officer to support Indigenous students through the transition to higher education, and to design and implement engagement strategies for Aboriginal and Torres Strait Islander Year 10-12 high school students, family, community and local schools. The newly created ISSP funded position has been well received by staff, students, and the local community.

1.4 Leadership & Development program

This program is a collaborative model designed to engage with and provide additional preparatory support to young Aboriginal and Torres Strait Islander people from regional and remote areas to prepare them for the transition into an urban academic environment.

The intended outcomes of the program are:

- demonstrate the career outcomes available to Aboriginal and Torres Strait Islander students enrolling at Bond University,



- assist Aboriginal and Torres Strait Islander students from remote and regional areas overcome disadvantage and achieve equitable access to higher education,

This program was discussed and approved by the Bond University Indigenous Consultative Committee. The program did not commence in the intended form due to the COVID-19 health pandemic which restricted travel for staff and students. In addition, our staff were not able to access high schools in 2020.

Consequently, the program pivoted to become a program for our continuing students called “Leadership and Development”. The intention of this variation of the program is to develop leadership ability and personal character plus assist with the transition to Bond through goal setting and taking a strengths-based approach.

Again, this is a self-directed, reflective process with a commitment of one 45-minute session per month and attending a focus group at the end of this semester to provide feedback so we can refine program.

The program is a retention and success strategy, and objectives include:

- engage and prepare Indigenous students for the transition into higher education,
- assist Indigenous students to participate and complete a course of study at Bond,
- guide Indigenous students to achieve successful graduate outcomes,
- provide emotional and cultural support for Indigenous students through the duration of their studies,
- remain in contact and re-engage Indigenous students who have withdrawn or deferred from their program

The program is delivered multi modally and was refined over the course of 2020 to include a revised, reflectional aspect enabling participants to evaluate the achievement of their goals and to review successful strategies. We have also produced a booklet for students to take away. In total, 25% of our enrolled Indigenous participated in the program. The Leadership & Development Program gives us a fourth pillar of support for our continuing Indigenous students along with cultural & pastoral, academic and career support- all of which are personalised.

An example of the feedback from a participant provided thus far is:



“The exercise, for me, made me start reflecting and thinking more about what I need to do in the time I now have at Bond after coming back. More than that, it made me focus on goals that I had in my head and had not thought to write down. The value of going through that process should not be understated.

A lot of us that come through the Center might be at risk of falling through the cracks and not get the support we need – not because it’s not there, but because we don’t know how to use it properly or its value. When I did my bachelors a few years ago, success was largely a blank screen and so was the road that would lead to it. It’s taken a few years and experiences to get to the point where I can now start mapping out what I want to do and visualising it, professionally and personally. A program like this is exactly what someone like me needs to take the goals I have, refine them and make them manifest meaningfully. The combination of mentorship/guidance and goal setting is really helpful.”

1.5 Outreach programs

Although outreach was limited, Bond University did host the NRL youth Summit in February 2020. 64 Year 11 Indigenous students who are part of the NRL school to work program and 12 Program Managers attended. The students visited Bond's learning facilities, including libraries, lecture halls, studios, and labs, met some of our Indigenous staff and students, academic and senior staff. The experience day included the opportunity to interact with our academics and attend the following sample workshops: ‘Introduction to Bloomberg’, ‘Helping students bring initial ideas and projects through to execution’, ‘Developing advocacy skills in a competitive environment’, and “The fight against microbes - the perils of our smart phones and more ...!’ In addition, the students received a tour the campus from our current Aboriginal and Torres Strait Islander students to learn more about student life at the University. This activity was funded through the ISSP funding.

Our Indigenous Outreach & Cultural Support Officer is building relationships with local high schools and with schools in the Cairns area to promote opportunities to students from remote and regional areas who have relocated to Cairns to complete their schooling.

1.6 Partnerships

We continue to develop relationships with organisations supporting Aboriginal and Torres Strait Islander students and communities such as the Australian Indigenous Mentoring Experience (AIME), the Cape York Leadership program and Yalari. We are currently working



with AIME on a new delivery model for 2021 and with Bond Rugby on opportunities to support young Indigenous athletes' transition into tertiary education.

We continue to foster a relationship with AFL Cape York House who we partnered with in December 2019 and in 2020 we commenced engagement with the Clontarf Foundation which we will develop through the course of 2021.

Table 1 Scholarships- breakdown of 2020 payments

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling								
Undergraduate	7,990	1					7,990	1
Postgraduate								
Other								
Total	7,990	1					7,990	1

All other access strategy activities and the costs of providing support services, scholarships and bursaries are self-funded.

2. Progression (access and outcomes)

2.1 Strategies to improve success rates and retention of Aboriginal and Torres Strait Islander students

We offer a four-prong connected approach comprising of academic support, pastoral and cultural support (Nyombil Centre and Elder in Residence), financial support (scholarship and bursary program) and career support (Career Development Centre) to assist our Aboriginal and Torres Strait Islander students successfully complete their programs.

In 2019, the national success rate for Indigenous students was 71%. In comparison, Bond University's Indigenous student success rate increased from 85.98% to 90.94% in 2019. Pleasingly Bond's Indigenous student success rate has steadily increased from 81.74% in 2016 and has remained well above the national average. Our outstanding student support structure, which our Nyombil Indigenous Support Centre is part of, delivers a personalised approach to current and changing student requirements ensuring that Aboriginal and Torres Strait Islander students continue to participate and succeed.

In response to COVID-19, the Nyombil Centre staff created and are implemented personalised plans to assist our Aboriginal and Torres Strait Islander students through 2020. The location of our students added a layer of complexity however, a strong commitment from our Nyombil



Centre team assisted our students to adjust to the different modes of communication and delivery. In April 2020, a weekly virtual Yarning Circle was introduced via Microsoft Teams to keep our Aboriginal and Torres Strait Islander cohort connected. This evolved into a different student host each week who would choose a topic to generate discussion. In support of the host, staff from the Nyombil Centre, library and Career Development Centre also participated.

The recruitment of an Indigenous Outreach & Cultural Support Officer through the ISSP funding has allowed the Nyombil Centre to build capacity which was important throughout 2020 given the global health pandemic. The additional staff member allowed us to broaden our support strategies for continuing students such as the “Leadership and Development” program mentioned previously.

In addition, our Indigenous Engagement Advisor has been working closely with Bond University College on strategies to provide an extra layer of support for Aboriginal and Torres Strait Islander students in Higher Education Diploma programs to ensure they transition into undergraduate programs. This has included meeting with academic staff to discuss the provision of more strategic support and how to build stronger relationships with Aboriginal and Torres Strait Islander students.

The creation of culturally safe spaces has also been addressed with the Vice Chancellor officially opening the Jimbelung Room in October 2020. Meaning friend in the Yugumbeh language, the Jimbelung Room is a shared space in which our Aboriginal and Torres Strait Islander staff and Higher Degree Research (HDR) students can gather to support and build stronger networks with each other and the wider Bond community. A mural titled “Paradise” was collaboratively painted along the entire length of one wall by Indigenous and non-Indigenous students and staff. The mural represents the beautiful Gold Coast, its flora and traditional foods.

Our Provost and Chair of the Indigenous Consultative Committee (ICC) hosted a morning tea in the Nyombil Centre with great participation from our Aboriginal and Torres Strait Islander students and staff. This will be a regular occurrence to strengthen relationships between our Aboriginal and Torres Strait Islander students and staff.

2.2 Rise or fall of success/progression rates

Bond University's Indigenous student success rate increased from 85.98% to 90.94% in 2019. Bond's Indigenous student success rate has steadily increased from 81.74% in 2016 and has remained well above the national average.

2.3 Tutorial assistance provided to Aboriginal and Torres Strait Islander students in 2020

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. 31 Indigenous students have received tutoring this year 16 of whom are from Regional Areas. The 31 students received 1148.5 hours one on one tutoring across 119 subjects. 111 subjects were passed, eight subjects were failed, and zero withdrawals. The tutoring program is funded through the ISSP funding allocation.

Students not eligible for the tutoring i.e., are enrolled in a non-award program, are booked into the Academic Skills Centre by the General Manager Learning Services.

Table 2a Tutorial assistance provided in 2020

Level of study	Number of students assisted	Total hours of assistance ⁱ	Expenditure ⁱⁱ (\$)
Enabling	9	152	
Undergraduate	20	922.5	
Postgraduate	2	74	
Other			
Total	31	1148.5	\$71,362.67

Table 2b Indigenous Support Activities provided in 2020

Activity	Number of student participants	Expenditure (\$)
NRL Youth Summit	88	\$7,896
Tutoring	31	\$71,362.67
Living Bursaries	33	\$38,950
NAIDOC week events	110	\$1,956.75
Banaam Cultural Intelligence Webinar	79	\$7,700

3. Completions (outcomes)

3.1 The rise or fall of completions

Although our completion numbers have varied since 2016, they are satisfactory in relation to our enrolment numbers and our success rate. Following the results from 2020, 22 Aboriginal and Torres Strait Islander students completed a program- including two students who completed a Diploma transitioned into and are currently enrolled in a Bachelor program.

3.2 Strategies connecting graduates with employment

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. 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 in the Nyombil Centre every week of each semester to assist students to be industry aware, build employability skills and put strategies in place to make our students job ready. We focus on mapping out their degrees to identify where industry experience can be gained and to ensure graduate application deadlines are met as we want all our students to be able to access these opportunities.

3.2.1 Beyond Bond

Beyond Bond is a practical, activity-based, compulsory professional development (CPD) program that extends the duration of all undergraduate degrees. Administered by the



Transformation CoLab as a mandatory degree requirement, the program formally recognises the wider engagement and experiences students obtain in addition to their academic studies. The program supports students to prepare for the changing landscape of work by developing broader employability skills actively sought by employers. Beyond Bond ensures that all Bond students engage in various extra-curricular activities that complement their academic studies. For more information on the Beyond Bond program: [Beyond Bond | Bond University](#)

3.3 Strategies to monitor student outcomes after graduation

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

3.4 Strategies to assist graduates

Bond alumni have ongoing access to the Bond University Career Development Centre receiving career advice and guidance, careers information and a careers and employment portal. For more information: [Career Development Centre Alumni | Bond University](#)

In 2020 we created an Indigenous Alumni Chapter which builds the other support structures in place for our Aboriginal and Torres Strait Islander students - Outreach (to support transition into Higher Education), academic support, pastoral and cultural support, career support and the Leadership & Development program for continuing students.

The Indigenous Alumni Chapter is an opportunity to remain connected with our alumni and for them to be engaged with Bond. It is anticipated that the chapter will grow into a strong supportive network which is managed by the Indigenous Engagement Advisor from the Nyombil Centre.

None of the abovementioned services or strategies are funded through ISSP funding.

4. Regional and remote students

Bond University has continued a strong commitment to ensure Aboriginal and Torres Strait Islander students from regional and remote areas have the opportunity to participate and succeed in higher education. Our EFTSL Regional and Remote reporting data increased from 2018 and we anticipate future data will continue in an upward trend based on the engagement strategies in place.



4.1 Strategies to improve access to university study

As mentioned previously, through the ISSP funding we have recruited an Indigenous Outreach & Cultural Support Officer to build our engagement with organisations who work with Aboriginal and Torres Strait Islander students from regional and remote areas such as AFL Cape York House who we partnered with in December 2019. We continue to provide scholarship details and opportunities to Aboriginal and Torres Strait Islander students from regional and remote areas who are engaged with Yalari and the Cape York Leadership program. In 2020 we also commenced engagement with the Clontarf Foundation which we will develop through the course of 2021.

Each year through self-funding and fundraising activities, Bond University provides tuition remission scholarships for Aboriginal and Torres Strait Islander students some from remote and or disadvantaged backgrounds. These scholarships are aimed at providing access to a quality tertiary education and build a better future for Indigenous Australians. This is achieved by providing the scholarship recipients a strong support network and career development opportunities. In 2020 our Aboriginal and Torres Strait Islander graduates included students from Port Augusta, Darwin, Yarrabah, and Thursday Island. All of which have entered the work force with fulltime employment.

4.2 Activities to support students during their studies

As mentioned previously in this report, we have identified our Aboriginal and Torres Strait Islander students from regional and remote areas and provided as much assistance as possible. This has been achieved through personalised pastoral and cultural support, academic support through the ISSP funded tutoring program and our Academic Skills Centre, career and mentoring support and financial assistance. The financial assistance was provided through the meal card bursaries and two computers were purchased to assist a student from the Cape York peninsular study remotely and a student from regional New South Wales obtain the relevant software to participate in Architectural Studies. The two laptops were purchased through our ISSP funding.

5. Working with Vulnerable People Requirement

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



6. Eligibility requirements

6.1 Indigenous Education Strategy

The university meets its requirements under section 13 of the ISSP Guidelines through the Bond University Indigenous Education Strategy 2018–22. This strategy 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 UA Indigenous Strategy was considered during the development of our Indigenous Education Strategy and Indigenous Research Strategy and aligns with the priorities of the 2018-2022 Bond University Strategic Plan. This includes 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: [Indigenous Education and Workforce Strategy.pdf \(bond.edu.au\)](#)

COVID-19 has disrupted the planned implementation of these strategies which have been delayed until 2021.

6.1.1 Bond University Graduate Attributes

Our Provost is the most senior Indigenous staff member at Bond and holds the responsibility for leading the development and implementation of the University's Indigenous strategies and policies. Indigenous education content is expressed and assessed through University Graduate Attributes which are embedded in all programs. The Graduate Attribute, Global Citizen encompasses respect for and understanding of the knowledges of First Nations people. The embedding of University Graduates Attributes is overseen by the Academic Senate of the University.

6.1.2 Inclusion of Indigenous knowledge in the curricula

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

6.1.3 Bond University Reconciliation Action Plan

The University implemented a Reconciliation Action Plan across 2019-2020 in which the Vice Chancellor takes the lead in promoting our RAP. The Vice Chancellor is advised by the Indigenous Consultative Committee which is chaired by the Provost who is a proud descendant of the Mandandanji people of south-west Queensland.

Outcomes from the implementation of the Reflect RAP are:

- Over 100 professional and academic staff have completed the Banaam Cultural Intelligence program
- Creating the Indigenous Staff Network and Jimbelung Room
- Becoming a member of Reconciliation Queensland and participating in their Reconciliation Industry Network Group
- Adding an inclusive statement to all job advertisements encouraging Aboriginal and Torres Strait Islander people to apply
- Creating a digital timeline celebrating our Indigenous community engagement

Currently we have formed a Rap Working Group (RWG) with 30 staff members from all areas of the university and student representation to draft our next Innovate RAP.

6.2 Indigenous Workforce Strategy

The university has met its requirements under section 12 of the ISSP Guidelines through the Bond University Indigenous Education Strategy 2018–22. This strategy 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 2020, the University consolidated its position by continuing with the implementation of strategies outlined. Despite the disruption of COVID-19 various strategies have still been developed and implemented:

The Indigenous staffing network has met regularly throughout the year,

The Jimbelung Indigenous staff area was created and officially opened,

All position descriptions include an invitation for Aboriginal and Torres Strait Islander to apply,

In consultation with the Indigenous Consultative Committee (ICC), HR have encouraged all Indigenous staff to participate in the Indigenous Staff Network and information is included in the induction process for new Indigenous staff and information provided in the Equity and Inclusion section of our Working at Bond web page: [Working at Bond | Bond University](#)

HR have reviewed recruitment policies in 2019 and developed a standard process for recruiting targeted positions. The first targeted position recruitment strategy was implemented in 2020 with four identified positions 2020,

The most senior Indigenous staff member at Bond holds the position of Provost and is Chair of the ICC,

To enhance the cultural competency, 79 professional and academic staff participated in a two-hour Cultural Intelligence webinar hosted by Bannam,

With the implementation of the Reflect Reconciliation Action Plan and drafting of the Innovate Reconciliation Action Plan, the University has also made a commitment to communicating cultural events and reviewing cultural awareness training.

High level senior managers and other key staff attended cultural immersion and awareness sessions.

A professional development program for our emerging leaders amongst academic and professional staff was created. As part of the year-long program, participants break into smaller groups to work on a project, one group is consulting the local Indigenous community about how we can build a commitment to reconciliation at Bond.

The Indigenous representation on staff at Bond remained consistent at 2.1% in 2020.

The Human Resources department continue to network with key Indigenous employment contacts at other Universities engaging in discussions regarding industry standard and best practice recruitment, selection and retention strategies.



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.

Indigenous workforce data:

Level/position	Permanent		Casual/contract/fixed-term	
	Academic	Non-academic	Academic	Non-academic
Total	1	0	4	13

6.3 Indigenous Governance Mechanism

The university’s current Indigenous Consultative Committee is the Governance Mechanism that meets the requirements of section 11 of the ISSP guidelines. The Bond University Indigenous Consultative Committee (ICC) is a Standing Committee of Academic Senate and an Advisory Committee to the Vice Chancellor. It is chaired by our Provost, the most senior Indigenous staff member at Bond, providing 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, General Manager Learning Services, 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.

Indigenous Consultative Committee members:

Name	Position	Start Date	End Date
Professor Keitha Dunstan	Provost (Chair)	N/A	N/A
Ms Louise Batchelor	University Registrar	N/A	N/A

Aunty Joyce Summers	Nyombil Centre Elder in Residence and Bond University Fellow	N/A	N/A
Mr Jason Murray	General Manager, Learning Services	N/A	N/A
Ms Narelle Urquhart	Indigenous Engagement Advisor	N/A	N/A
Assistant Professor Clinton Schultz	(1) Indigenous academic or professional staff member nominated by the Chair	05/20	05/23
Assistant Professor Narelle Bedford	(1) Indigenous academic or professional staff member nominated by the Chair	05/20	05/23
Professor Linda Crane	Chair of Academic Senate or nominee	N/A	N/A
Mr Ken Richardson	Vice President, Operations or nominee	N/A	N/A
Ms Chantelle Martin	Indigenous student nominated by the President, Bond University Student Association	06/20	06/21
Mr Stuart Allen	Indigenous student nominated by the General Manager, Learning Services	06/20	06/21
Observer Status			
Mr John Graham	Observer (Traditional Custodian)	N/A	N/A
Secretary			
Ms Lanelle Clarke	Secretary (Manager, Academic Secretariat, or nominee)		

The ICC met three times during 2020 to discuss:

12th February 2020:

- An Advanced Banaam Workshop to assist academic staff in building a framework to incorporate Bond Graduate Attributes (BGAs) into the curriculum. The BGA on Global Citizenship encompassed a capability relating to first nations people and the idea was that Banaam would assist academics and ADLTs in gaining a better understanding so they could develop and incorporate an Indigenous way of thinking and knowing within the curriculum rather than covering specific topics in subjects.
- Hosting an Indigenous Knowledge Conference that would be philosophically focused to attract senior academics.
- Noting the Multicultural Queensland Awards are open to both Indigenous and non-Indigenous persons and agreeing it would be more appropriate for this award to be investigated by Human Resources for suitability before possible recommendations being made to Faculties to encourage nomination of appropriate students. With regards to indigenous-specific awards such as the Queensland Law Society Award, the Committee agreed that it was appropriate for the Indigenous Engagement Advisor to work with the Faculty of Law to promote that award and encourage nominations of students by the Faculty
- The implementation of the Reflect RAP which became a standing item for all future meetings. It was agreed that the RAP should be distributed to the University Learning & Teaching Committee (ULTC), Student Affairs & Service Quality Committee (SASQC)

and the Research Committee (RC) with the intent that a greater awareness and understanding of the RAP and its responsibilities be noted.

- Discussed progress of the Indigenous Workforce Plan and suggested the University needed to identify Indigenous PhD students to offer training opportunities so they would be able to accept Teaching Fellowships once their doctorates were completed.
- Discussed the draft 2019 ISSP funding report and activities for 2020. Including confirmation that the university had signed a Memorandum of Understanding (MoU) with AFL Cape York House in late 2019 with approval gained to use ISSP funding to drive the project. Update on interviews to appoint an Outreach/Cultural Support Officer for the university also approved to be funded through ISSP funding. The incumbent to support the Indigenous Engagement Officer in activities to support all other outreach projects.
- Confirmation 6 Indigenous Scholarships were awarded in October 2019 for commencement in 2020

26th June 2020

- Confirmation that an Indigenous Outreach and Cultural Support Officer funded through the ISSP funding was appointed. Received an update on outreach initiatives including the Leadership & Development Program that focused on identifying and overcoming barriers to achieve goals.
- Confirmation due to COVID-19 disruption, the Banaam workshop had been delayed and was switched to a shorter online format. The Committee discussed how online sessions would not achieve the desired level of cultural responsiveness and agreed that a combination of online and face-to-face workshops, where the remote sessions prepared staff for going to country, would achieve greater cultural connectiveness.
- Reflect RAP implementation update and confirmation the RAP timeline imposed by Reconciliation Australia would need to be extended. The ICC discussed the RAP milestones and agreed that Reconciliation Australia should be formally approached to review the due dates. The ICC agreed that the RAP required support from all levels of the University.
- Recommendation to establish a Working Group, consisting of some ICC members and staff from other areas of the University, would assist in meeting RAP due dates and distributing the message into the broader community.
- The Chair updated the ICC that the Scholarships & Financial Aid Committee approved an Indigenous Medical Scholarship for 2020 at the Committee meeting the day prior.
- Confirmation that the Vice Chancellor approved an Indigenous Staff Area called "Jimbelung"
- Discussion on the number of Indigenous staff and a recommendation for job descriptions to include invitations for Indigenous people and agreed that confirmation from HR was required.
- Discussion on Reconciliation Week and alternative NAIDOC week celebrations due to COVID-19.
- Discussed the benefits of and gave approval to form an Indigenous Alumni Chapter
- Review of the 2019 ISSP Performance Report (Final) and Financial Acquittal. Recommendation for an overview of the ISSP Funding and the May 2020 ISSP Guidelines be distributed to new ICC members.

16th October 2020

- Discussion on how to encourage more Indigenous staff to participate in the Indigenous Staff Network. Recommendation information be part of the induction process for new Indigenous staff. ICC agreed and acknowledged the two identified positions currently advertised in the Health Sciences and Medicine Faculty.
- The matter of exit interviews as a means of understanding how the University lost Indigenous staff was raised. ICC noted the importance of cultural sensitivity and that additional thought should be given to who would conduct these interviews. ICC agreed this could be a wider discussion for all staff and that HR should be consulted regarding the best approach.
- Confirmation Reconciliation Australia had approved an extension of the Reflect RAP to the end of January 2021 and that three months prior to its completion the University was expected to draft the Innovate RAP. Discussion on the Innovate RAP group formation and process.
- Discussion on the Nyombil Centre progress in 2020 which included enrolment numbers, number of completions, updates on outreach and engagement activities, and an update on the ISSP funded tutoring program.
- Discussion on the rescheduled NAIDOC week celebrations and the Indigenous Gala becoming a lunch due to COVID-19
- The ICC noted the May 2020 ISSP Handbook

6.3.1 Statement by the Indigenous Governance Mechanism

In 2020 the Bond University Indigenous Consultative Committee has successfully provided oversight of all Indigenous programs and initiatives within Bond University including the allocation of resources for dedicated Indigenous programs such as the Indigenous Scholarship Program and the Indigenous Student Success Program (ISSP) Grants. The student success reflected in the data and the employment outcomes our Indigenous students have achieved, are a consequence of the successful Indigenous programs the University has implemented.

The Indigenous Consultative Committee is looking forward to another successful year in 2021 implementing new strategies and processes.
