



## **Bond University Indigenous Education and Workforce Strategy**

Bond University acknowledges the people of the Yugambeh language, upon whose ancestral lands our University now stands, and celebrates the contribution that Aboriginal and Torres Strait Islander people make to our institution.

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 Indigenous students.

Our whole-of-university commitment is overseen by the University's Vice-Chancellor and Senior Executive, and underpinned by formal governance structures and a substantial commitment of University resources. The Bond University Indigenous Consultative Committee (ICC) is a Standing Committee of Academic Senate and an Advisory Committee to the Vice Chancellor, and provides oversight of all Indigenous programs and initiatives within Bond University. Its membership includes a Community Elder, and Indigenous staff and students, and its quorum requires a majority of Indigenous members at each meeting. [Full terms of reference for the ICC](#) are available on the Bond Web site.

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 Assistance program (ISSP) Grants.

The [Bond University Nyombil Centre](#) is the central focus for the University's Indigenous community and provides concrete evidence of the University's commitment. Since its establishment in 2012 the Nyombil Centre has provided a culturally safe and supportive learning environment for Indigenous students, which is focussed on providing equitable graduate outcomes, with a visible, central presence on campus.

Academically, the Centre assists students with their transition into the higher education environment, understanding University life and supporting their studies. Culturally, the Centre promotes engagement by assisting students and the University to connect with the local Indigenous community. The Centre is adept at assisting Indigenous students with those unique challenges, in particular related to cultural differences, that they may face in moving from remote communities and undertaking the new challenge of University study.

Bond University is committed to strengthening our approach to engaging Indigenous peoples at every level of study, work and research, contributing to creating a strong, vibrant and visible Indigenous Community on our campus. Our Indigenous Education Strategy and Indigenous Workforce Strategy provide clear and actionable strategies for achieving our goals.



**Bond University**

**Indigenous Education Strategy 2018-2022**

The Bond University Indigenous Education Strategy 2018–22 outlines Bond University’s commitment to providing an inclusive and supportive learning environment for Indigenous 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.

Our Indigenous Education Strategy recognises the value of providing a culturally safe and supportive learning environment for Indigenous students, which is focussed on providing equitable graduate outcomes.

Accordingly, Bond University will aim to:

- Increase the number of Aboriginal and Torres Strait Islander students and graduates
- Include Indigenous knowledge in the curriculum, where appropriate
- Promote the Indigenous cultural and competency of students and staff

| <b>Goal 1: Increase the number of Aboriginal and Torres Strait Islander students and graduates</b>  |  |
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| <b>Timelines: Short Term &lt; 12 months; Medium Term 1-3 years; Long Term 3-5 years</b>   |  |
| <p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Enhance transitional support services available for commencing Indigenous students</li> <li>2. Work towards achieving an Indigenous student population in parity with the overall population figures</li> <li>3. Ensure support to increase the number of Indigenous students enrolling in, progressing in and completing courses leading to higher education awards</li> <li>4. Continue to support Indigenous students through an active Indigenous Support Centre</li> </ol> | <p>Short Term (ongoing)</p> <p>Long Term</p> <p>Medium Term (ongoing)</p> <p>Ongoing</p> |
| <p><b>Key Performance Indicators:</b></p> <ul style="list-style-type: none"> <li>• Review transitional support services</li> <li>• Regular review of support services via student feedback and analysis of academic performance and student retention data</li> <li>• Indigenous population statistics equal to or above national average</li> </ul>  |  |

| <b>Goal 2 – Inclusion of Indigenous knowledge in curriculum</b>  |                            |
|--|----------------------------|
| <b>Timelines: Short Term &lt; 12 months; Medium Term 1-3 years; Long Term 3-5 years</b>  |                            |
| <b>Strategies:</b><br><br>1. Work towards embedding Indigenous knowledge in Core subject offerings where appropriate<br><br>2. Provide opportunities for students to encounter and engage with Aboriginal and Torres Strait Islander cultural content as an integral part of their studies | Long Term<br><br>Long Term |
| <b>Performance Indicators:</b><br><br><ul style="list-style-type: none"> <li>Percentage of programs incorporating Indigenous content</li> <li>Indigenous descriptors embedded in the University's Graduate Attributes</li> </ul>   |                            |

| <b>Goal 3: Activities that promote the Indigenous cultural and competency of students and staff</b>  |                              |
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| <b>Timelines: Short Term &lt; 12 months; Medium Term 1-3 years; Long Term 3-5 years</b>  |                              |
| <b>Strategies:</b><br><br>1. Develop on-campus and off-campus experiences in partnership with local communities for staff and students<br><br>2. Develop programs to promote understanding of Indigenous knowledge among staff | Medium Term<br><br>Long Term |
| <b>Key Performance Indicators:</b><br><br><ul style="list-style-type: none"> <li>Staff and students engaging with local Indigenous communities</li> <li>Number of staff completing Indigenous knowledge programs</li> </ul>    |                              |



**Bond University**

**Indigenous Workforce Strategy 2018-2022**

Bond values an inclusive and diverse workforce. The University Indigenous Workforce Strategy 2018–22 aims to create and nurture an informed workplace where Indigenous people and cultures are included, valued and welcomed. The strategy aligns with the priorities of the 2018-2022 Bond University Strategic Plan, which include harnessing the abilities, commitment and cohesiveness of our workforce.

Our Indigenous Workforce Strategy recognises the value of a strong, vibrant, visible and respected Indigenous Community on our campus. In doing so, the University aims to:

- promote learning, knowledge and cultural capabilities within our whole University Community;
- create a welcoming and respecting environment for new and current Indigenous staff; and
- provide networks of support and mentorship for our Indigenous staff.

The Bond University Indigenous Workforce Strategy 2018–22 supports employees who are descendants of and/or identify themselves as Aboriginal and/or Torres Strait Islander, and as such are accepted by the community with which they are associated.

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| <b>Goal 1: Create a welcoming and trusted environment for Indigenous Staff which will inspire collaborative relationships across the University</b>  |             |
| <b>Timelines: Short Term &lt; 12 months; Medium Term 1-3 years; Long Term 3-5 years</b>  |             |
| <b>Strategies:</b>   |             |
| 1. Create a vibrant Indigenous staff network.  | Medium Term |
| 2. Promote cultural capability and awareness within our staff community.   | Short Term  |
| 3. Share the stories of our Indigenous employees.  | Medium Term |
| <b>Key Performance Indicators:</b>   |             |
| <ul style="list-style-type: none"> <li>• Launch the Bond University Staff Indigenous Network to create opportunities for effective engagement with the broader Indigenous community</li> <li>• Increased Indigenous and non-Indigenous staff participation in cultural events and celebrations.</li> <li>• Increased numbers of staff identifying as Aboriginal and Torres Strait Islander.</li> </ul> |             |

**Goal 2 – Increase the number of Indigenous Staff employed at Bond University, prioritising increasing the number of Indigenous academic employees**

**Timelines: Short Term < 12 months; Medium Term 1-3 years; Long Term 3-5 years**

**Strategies:**

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|--|-------------|
| 1. Ensure representation of Indigenous people within the senior management structure   | Long Term   |
| 2. Establish pathways and support for Indigenous scholars to pursue academic careers.  | Medium Term |
| 3. Align our Human Resource practices and procedures with the goals of the Indigenous workforce strategy.                      | Short Term  |
| 4. Promote employment at Bond University to the Indigenous communities.  | Medium Term |
| 5. Network with other University and Higher Education Indigenous employment coordinators to understand industry best practice. | Medium Term |

**Key Performance Indicators:**

- Employ at least one Indigenous Person as a senior executive employee
- Review Recruitment and Selection policies to ensure they are culturally appropriate.
- Increase total Indigenous Staff (work towards a target of 3% of FTE).

**Goal 3: Promote the professional development and career advancement of academic employees who are Indigenous**

**Timelines: Short Term < 12 months; Medium Term 1-3 years; Long Term 3-5 years**

**Strategies:**

- |   |             |
|---|-------------|
| 1. Provide structured mentoring opportunities for Indigenous academic staff.                                    | Medium Term |
| 2. Promote professional development and career advancement opportunities to Indigenous staff.                   | Medium Term |
| 3. Ensure newly recruited Indigenous staff are linked with existing internal networks, information and support. | Short Term  |

**Key Performance Indicators:**

- Retention rates and advancement of Indigenous staff at all levels at parity with national averages.