

Indigenous Student Success Program

2022 Performance Report

Organisation	Macquarie University		
Contact Person	Dr Leanne Holt		
Phone	9850 8634	E-mail	leanne.holt@mq.edu.au

1. Enrolments (Access)

In 2022 Macquarie University continued to implement initiatives and programs that directly benefited Aboriginal and Torres Strait Islander people and their communities. This success was achieved by facilitating an array of programs, events to support and engage students in opportunities and pathways to access Macquarie University.

Aboriginal and Torres Strait Islander Entry Pathway (ATSIEP)

This pathway offers all Aboriginal and Torres Strait Islander people the opportunity to potentially receive an offer into all undergraduate degrees. ATSEIP involves students submitting a written application online, they are required to attach academic school reports, a 500-word statement regarding their desire to study and a confirmation of Aboriginality. Following the online application an interview is scheduled with key stakeholders from Walanga Muru and the wider university community. In 2022, due to COVID related protocols all student interviews were conducted online. Although effective as an alternate tool an evaluation of this process has pointed to these interviews resorting to face to face at Walanga Muru for 2023. This process will again allow applicants to bring family support to the meeting with Walanga Muru community prior to beginning their tertiary study. The ATSIEP pathway gives students an insight on how they can be supported through their studies and learn what engagement and support opportunities that are available to ensure success through Walanga Muru. This is vital as it provides opportunities for the future students to experience the MQ campus. In 2022 ATSIEP received 67 applications – 62 applicants were interviewed and offered entry to study in 2023. Out of the 62 interviewed, 41 were classified as school leavers, with 21 applicants considered non-school leavers.

Critical Thinking Unit

This unit is offered to Aboriginal and Torres Strait Islander students predominantly in Year 11, with the occasional Year 12 student enrolling. These students undertake a university subject (PHIL1037) whilst completing their Preliminary or HSC year. Upon successful completion of this unit students are offered a place to study at Macquarie University in an undergraduate degree. Students who receive a Credit can access early entry into a number of degrees with students receiving a Distinction or above being able to select from all degrees offered at Macquarie University. In 2022, there were 35 students from 24 different schools enrolled in Critical Thinking. 16 students received a Credit or above, this included 12 students receiving a Distinction or above grade.

Wuyagiba Bush Hub

In 2022 Macquarie University continued its strong association with the Wuyagiba community through the Wuyagiba Bush Hub. The hub is located in Arnhem Land, Northern Territory with 8 students undertaking a six-week tertiary preparation program. These students also travelled to Sydney for a week to complete ATSIEP interviews, looking at 2023 study. All 8 students were made an offer. All students took up this opportunity and began studying in Semester 1, 2023.

In addition to these specific programs, Walanga Muru has also worked in close partnership with the Macquarie University Future Students Team and the Macquarie University Widening Participation team on access initiatives. This has involved collaboration through attending events across New South Wales, targeted marketing and promotion of scholarships and engagement opportunities.

Outreach activities

In 2022 Walanga Muru delivered a range of outreach activities to promote Macquarie University. These activities included:

In School Cultural Leadership and Scholarship (CLS) Engagement Program

The CLS Program is comprised of three pillars: Culture, Leadership and Scholarship. With all lessons and activities aiming to inspire Aboriginal and Torres Strait Islander students in years 7 to 10 to develop their cultural understanding and knowledge, to foster a sense of pride in their culture, aspire for tertiary education and to incorporate leadership skills. In 2022, 27 schools and 666 students participated in this program, with 11 of the 27 schools being new to the program. Pre and post evaluations were conducted with students. The primary feedback from the evaluations was that students felt that the workshops had increased their resilience and pride in their identity. The in-school program has directly led to increased participation in other programs, events and camp offered by Walanga Muru as well as enrolments at Macquarie University.

Rising Stars Camp

This camp enables Year 10 Aboriginal and Torres Strait Islander students from across New South Wales to experience activities to give a taste of university life on campus. In 2022, 60 students from 35 schools participated in this camp. The evaluations from both students and three high school teachers in attendance was overwhelmingly positive, with 96 percent stating the camp increased their knowledge of university study and university life.

Camp Aspire

This camp enables Year 11 and 12 Aboriginal and Torres Strait Islander students to experience activities across the University's faculty areas and provides them with knowledge and experiences about tertiary study options. Due to Covid-19 restrictions the camp was held in July as opposed to the annual January date. 58 students attended and completed the full program. The 58 students came from 37 different schools, 24 of these schools were from remote/rural/regional areas and 5 of the schools that were represented at the camp came from a low socio-economic status. In addition, two of these schools were from our CLS In-School Program, Hawkesbury High School, and Kellyville High School.

Presentations and Events

Throughout 2022 the Pathways Team were present at 9 community events where they held stalls and conducted presentations. Some of these events included Yabun, Koori Knockout, Careers expos, regional road shows, NRL School to Work events, South Cares Careers Day, and NAIDOC events. They also conducted 5 campus tours to high schools showcasing Macquarie University's Wallumattagal Campus and promoting the degree programs, engagement services and scholarships.

Table 1 ISSP Scholarships - breakdown of 2022 payments¹

	Education Costs		Accommodation		Reward		Total ²	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ³								
Undergraduate ⁴	\$93,184	40	\$33,936	7			\$127,120	47
Post-graduate ⁵	\$11,312	4	\$2,828	1			\$14,140	5
Other								
Total	\$101,496	44	\$36,764	8			\$138,260	52

2. Progression (outcomes)

In 2022 Walanga Muru continued to develop and expand its model of engagement and opportunities, moving away from deficit language and stereotyping of Aboriginal and Torres Strait Islander students. Staff movement and attraction was a significant barrier throughout 2022 and had a significant impact on student access. There was much recruitment completed particularly during Semester 2, 2022. The Engagement Team comprised of three Academic Engagement Coordinators positions, Cultural and Wellbeing Officer position, Administration Assistant position and Team Leader role. The team provided expert knowledge to students and found additional opportunities for students to be engaged in programs that would complement their degrees. The following engagement services were offered to students in 2022:

- Degree planning
- Academic workshops
- Tailored enrolment sessions
- Structured first year engagement program
- Tutoring (please see 2a for statistical data of students using tutoring)
- Weekly community lunches
- Cultural support through the Cultural and Wellbeing Officer
- Indigenous Nationals
- Social sport
- Orientation cultural camp
- HDR monthly networking meetings
- 24/7 computer lab
- 24/7 common room with access to food and supplies
- Dedicated library space
- Student mentoring programs
- Specialised events relating to degree areas.

An Indigenous **First Year Academic Engagement Coordinator** provided students with consistent messaging, tailored first year experiences and additional wider opportunities to become a part of the Walanga Muru family.

Cultural and Wellbeing Officer

The role of the Cultural and Wellbeing Officer offers guidance and cultural support to Aboriginal and Torres Strait Islander students and the wider university. They also have input on all documents pertaining to Aboriginal and Torres Strait Islander peoples. And are members of various internal and external committees and associations.

Walanga Muru Deadly Ball

The Deadly Ball was held at The Epping RSL in 2022. The event is a celebration of Aboriginal and Torres Strait Islander student success, acknowledging academic and community involvement. The awards that were awarded were:

- First Year overall highest academic achievement
- First Year 2nd overall highest academic achievement
- Second Year overall highest academic achievement
- Second Year 2nd overall highest academic achievement
- Third Year or above overall highest academic achievement
- Third Year or above 2nd overall highest academic achievement
- Postgraduate coursework overall highest achievement
- HDR submissions of the year
- Highest grade in a unit
- Deadly Leadership Award
- Deadly Community Engagement Award

- Deadly Creative Arts Award
- Deadly Sport Achievements Award
- Overall Deadly Award

Others Event

In 2022, Macquarie University's students' engagement included cultural and wellbeing activities, Winter Orientation Camp, and several workshops. These included weaving, Discovery Identity Program, AIATSIS trip to Canberra, Cultural Yarn ups, Reconciliation Week event and a student exchange program with the University of Victoria.

Professional and Community Engagement

Macquarie University students engaged with PACE units in 2022 with Walanga Muru. The tasks completed by the students were specific in assisting with research, advice, and leading engagement activities. This included researching Indigenous authors, national/international readings, embedding of Indigenous knowledges within a university setting. PACE students were given projects, focused on Aboriginal literacies, and engage in research project relating to educational opportunities for Aboriginal students. The PACE projects gave students opportunities to increase their cultural understanding and capacity, whilst also providing the University with preliminary research findings for future priority areas.

Dunmore Lang College (DLC) Aboriginal Engagement

Dunmore Lang College is a not-for-profit Residential College located on Macquarie University campus. DLC continued to strengthen its engagement with Walanga Muru to provide the Aboriginal and Torres Strait Islander students living at the college a meaningful and holistic experience whilst studying. DLC provided students with a dedicated space at the college, access to funding to attend conferences and cultural events, leadership opportunities and celebrated Aboriginal and Torres Strait Islander culture across the college through a variety of events.

Table 2 Tutorial assistance provided in 2022

Level of study	Number of unique students assisted⁶	Total number of tutorial sessions attended⁷	Total hours of assistance⁸	Expenditure⁹(\$)
Enabling				
Undergraduate	95	404	1847	\$11,830
Post-graduate	8	67	199	\$12,695
Other	1	2	78	\$4,976
Total	104	472	2125	\$135,501

3. Completions (outcomes)

In 2022, 71 Aboriginal and Torres Strait Islander students completed their degree at Macquarie University. There was also 1 PhD submission successfully completed. There was graduation celebration event held for to celebrate the graduates held in June 2022. This event was attended by graduating students, families, University staff and community members.

During 2022 several different pathways and promotional prospects provided Aboriginal and Torres Strait Islander students with of variety of graduate opportunities, these included:

Walanga Muru Cadetship Program

Cadetships are designed to provide students in their second year or above an opportunity to complete a cadetship in a workplace that is relevant to their degree and career aspirations. Students are placed both within Macquarie University and with external industry partners including workplaces such as Jones Lang Lasalle and Redfern Legal Centre. In 2022 there were 22 Aboriginal and Torres Strait Islander students in cadetships across a range of industries.

Partnerships with external recruitment providers

Walanga Muru worked closely with external recruitment providers to promote all graduate opportunities and internships to our students. Some of these partnerships included Career Trackers, CSIRO, APS graduate program, Woolworths and Gilbert and Tobin.

Targeted approach to students due to graduate and postgraduate students

Walanga Muru targeted students in 2022 through direct emails, phone calls and face to face meetings about specific graduate roles that were relevant to their degree. A proactive approach saw an increase in engagement from students and involvement in information sessions. In semester 2 Walanga Muru identified that a greater number of students were interested in postgraduate studies.

4. Regional and remote students

Support for Internal (Relocated) Rural and Regional Students:

Internal rural and regional students had access to our regular opportunities to participate in cultural activities on campus through a variety of workshops at Walanga Muru and specific accommodation providers. These opportunities provided comfort and engagement for the students who are living far from home and feeling the burdens of home sickness and being off country. In Semester 1, a number of internal regional and rural students chose to continue study at home due to the continued concerns around COVID transmission. Consistent contact and communication with these students was pivotal whilst they managed their new study environment.

Specific corporate and community scholarship schemes were promoted to Aboriginal and Torres Strait Islander students, including the Rural and Regional Enterprise Scholarships and the Community Banking Sector Rural and Regional Scholarships.

Early move-in exemptions were organised by the First Year Academic Engagement Coordinator to students relocating to on-campus residences. This allowed students additional time to settle in and adjust to life in Sydney.

2022 saw the continuation of a large cohort of regional and rural students at Dunmore Lang College. These students had access to the Elders from an Aboriginal organisations, Mingaletta and an Indigenous focussed Assistant Dean. These support networks assisted with academic aid, cultural activities and supporting the transition from being away from home communities. Regular meetings were held between the Academic Engagement Coordinators and Dunmore Lang College staff to ensure holistic support of students.

Distance Rural and Regional Students

In 2022, rural and regional students engaged via online methods. These methods include regular phone check ins, weekly newsletter communication and were encouraged to access the closed Walanga Muru Mob Facebook group for the most up to date information. All services were accessible for rural and regional students, including online tutoring and cultural and social events.

Wuyagiba Bush Hub

The students that completed the Wuyagiba Bush Hub program and enrolled at Macquarie University come from remote Aboriginal communities in the Northern Territory. These students gained entry through a specialised “two-way” pre-uni course which was developed and offered at the Wuyagiba Study Hub, which is known as the Bush Uni, two hours’ drive from Numbulwar and Ngukurr. A dedicated Indigenous Engagement Coordinator position provides tailored engagements and program to these students.

Widening Participation Partnership

Walanga Muru has a strong partnership with the Macquarie University’s Widening Participation team. 2022 saw limited opportunities for travel due to continuing concerns particularly in remote communities, about the COVID 19 pandemic. The Walanga Muru Pathways team continued to engage with Career Advisors and school leadership teams via online meetings and where possible face to face engagement to provide students from regional and remote areas the opportunity for higher education at Macquarie University.

Table 4 ISSP Scholarship data for remote and regional students¹⁰

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2021 Payments			\$133,100	17			\$133,100	17
B. 2022 Offers ¹¹	\$23,726	13	\$28,280	6			\$52,006	19
C. Percentage ¹² (C=B/A*100)							39%	
2022 Payments	\$23,726	13	\$28,280	6			\$52,006	19

5. Eligibility criteria

5.1. Indigenous Education Strategy

Macquarie University's Indigenous Strategy 2016-2025 provides a long-term strategy aligning with existing University frameworks and strategic plans to enhance aspirations to achieve Indigenous excellence. The strategy provides an opportunity to consider how the University can build genuine, sustainable, and reciprocal connections and recognise the unique perspectives of Aboriginal and Torres Strait Islander people across all facets of the University's operations including student and community engagement, workforce, learning and teaching, and research.

2022 saw a renewed energy in delivering the Macquarie University Indigenous Strategy with all activities, events and programs being facilitated back face-to-face and in a hybrid approach where appropriate, after on and off Covid-19 restrictions. The year demonstrated continued progress and expansion on our Indigenous Strategy 2016-2025. Some of the most notable achievements include:

- Macquarie University's main campus in Macquarie Park adopted a new name – Wallumattagal Campus to recognise the Traditional Custodians of the land on which the University is situated, the Wallumattagal Clan of the Dharug Nation. The renaming of our main campus was part of a broader project that investigated and acknowledged the impact of Lachlan Macquarie, as the University's namesake, on First Nations peoples.
- A special project of Academic Senate was completed to assess the embedding of Indigenous curriculum across all disciplines of the University. The project saw pleasing results and determined about 55 per cent of Macquarie students are exposed to Indigenous knowledges and curriculum during their degrees. The Academic Senate also approved the inclusion of the Indigenous Connected Curriculum into our postgraduate curriculum architecture.
- A large interest and influx of Aboriginal (Dharug) language and culture within the University begun to be embedded in all aspects of Macquarie University's architecture.
- We celebrated an annual record of 71 Aboriginal and/or Torres Strait Islander graduates compared to 66 in 2021.
- Manawari Student, Industry and Staff Cultural Safety Training was fully implemented as a micro-credential.

In collaboration with faculties and departments across the University, Walanga Muru continued to offer opportunities to Aboriginal and Torres Strait Islander students to ensure a transformational student experience through a culturally affirming and intellectually engaging environment. Furthermore, our collaboration with the **Wuyagiba Study Hub** continued in 2022. The two micro-credentials: ACOM1001 and ENVS1000, approved by Macquarie University in 2021 were again facilitated. These 2 micro-credentials were delivered onsite at Wuyagiba by two Macquarie University academics with two Indigenous Science and Knowledges units delivered by community Elders and Knowledge Holders. Eight students completed the two micro-credentials offered. The Wuyagiba Study Hub attracted another four years of funding through the Regional University Centres grants program, with Macquarie being acknowledged as a 100 per cent partner aligned to the grant. In December, a three-day experience was hosted which involved assessments and introductions, with the opportunity to visit the Australian Museum, Sydney Royal Botanical Gardens, Circular Quay & the Manly ferry.

Walanga Muru continued to deliver our **holistic suite of targeted programs**, as detailed above.

In 2022 the **Department of Indigenous Studies and the Centre for Global Indigenous Futures** continued to undertake nationally and internationally recognised scholarships in learning and teaching, and research. Special articles were published in the Journal of Global Indigeneity, and new partnerships were developed with Indigenous international scholars. Professor Bronwyn Carlson is the Chief Investigator and Deputy Director of the newly successful Australian Research Council Centre of Excellence for the Elimination of Violence Against Women. Monash University leads the centre with six other universities and 47 partner organisations.

The **Djurali Indigenous Health Education and Research Network** was established and has attracted more than \$7 million in grant funding and more than \$6 million to support other projects. Djurali additionally supported the completion of 15 Aboriginal and Torres Strait Islander audiometry students, 13 with a diploma and two with a Certificate IV. This outcome is significant as there were only three Indigenous audiologists in Australia prior to students graduating.

Manawari Staff Aboriginal Cultural Safety Training continued to be the key training program to ensure the university provides a culturally safe and enriching environment, free of racism and discrimination. Manawari Training provides participants with a foundation to build a positive knowledge position leading to a greater appreciation and understanding of Aboriginal cultural values, histories, beliefs, practices, knowledges, and philosophies. Completion of the training has a positive impact on confidence in establishing appropriate and sustainable relationships with Aboriginal and Torres Strait Islander people and communities. It also provides participants with the ability to contribute to societal change management impacting on the development of strength-based attitudes and societies free of racism and discrimination. During 2022 Manawari Staff Aboriginal Cultural Safety Training was delivered by Aboriginal presenters in a mixed-mode form including online learning and Discussion session that was either face-to-face or via an interactive Zoom session. The following modules were included:

Module 1 – Welcome to Country and Introduction (online)

Module 2 – Walk through Country: Dreaming, Language, Country (online)

Module 3 – Invasion/Colonisation (online)

Module 4 – Black Lives Matter (online)

Module 5 – Working with Aboriginal People and Communities (online)

Module 6 – Walking Together (online)

Discussion Session (face-to-face or Zoom interactive session)

Once training was completed a micro-credential was awarded.

A **suite of Manawari Cultural Safety Training programs** has been developed, with more than 1200 staff undertaking the training online and in person. In 2022, Manawari Corporate Aboriginal Cultural Safety Training was also offered to industry partners. An increase in the number of industry partners has resulted in exciting opportunities, including cadetships and scholarships for Aboriginal and Torres Strait Islander students, Indigenous research collaborations and other customised programs.

Some reflections from the Manawari Training –

“This online training made me critically think about my understanding (ignorance?) of the real owners of this ancient land. It also made me to think about what I can do as an individual and as an educator. The naming of this training is so right, Manawari – discover new knowledge.”

“The Manawari Staff Aboriginal Cultural Safety Training was a history lesson that I should have received during my formal education in Australia. I can certainly allow this training to strengthen and deepen my commitment to be a part of a reconciled better future. Since the training, I have shared with my loved ones, friends, and family our lack of knowledge on our own history that needs to be remediated.”

Mudang Dali – Indigenous Connected Curriculum

The results from the 2022 Senate Audit revealed 55 percent of MQ Students were exposed to Indigenous Curriculum across 1000 to 3000 and 4000 Levels. Although this result demonstrated a continued increase in the embedding of quality Indigenous curriculum the audit also identified a significant lack of Indigenous content in many disciplines and the need to work together to address this issue. We are currently working with the Office of the Pro Vice-Chancellor, Learning and Teaching to build on accessible data to allow tracking the embedding of Indigenous Knowledges and perspectives and working with the faculties we are aware that there is positive work being done in response to the Mudang-Dali Indigenous Connected Curriculum Framework.

Leadership through the Offices of the Pro Vice-Chancellor Indigenous Strategy and Learning and Teaching has generated and mobilised efforts that have provided expertise and resources to continue to build on the outcomes to date. We have worked together by:

- Building better working relationships with Faculties and Schools (e.g. the School of Natural Science developed their own Indigenous Curriculum workshops)
- Indigenous Learning and Teaching grants – 10 grants valued between \$2,000 and \$10,000 were allocated for 2022/2023 across all Faculties.
- Short courses for embedding Indigenous curriculum – 22 academic staff were sponsored to attend an executive program.
- Mudang Dali Community of Practice – meets monthly to discuss key challenges and opportunities related to the embedding and teaching of Indigenous curriculum and pedagogies.
- Indigenous expertise panels for discussing philosophies related to embedding Indigenous Knowledges
- Unit Review Process for identifying the level of inclusion/exclusion of Indigenous content and reviewing current content.

[Link to University website](#) which includes:

- Welcome to Country video
- Acknowledgement of Country
- Macquarie University Reconciliation Statement
- Office of the Pro Vice-Chancellor (Indigenous Strategy)
- Macquarie University Indigenous Strategy 2016-2025
- Aboriginal and Torres Strait Islander Workforce Plan 2018-2021
- Mudang-Dali Indigenous Connected Curriculum Framework
- Indigenous Research Plan 2020-2025
- Whole of University approach to Indigenous Higher Education
- Manawari Cultural Safety Training

5.2. Indigenous Workforce Strategy

The Macquarie University's [Aboriginal and Torres Strait Islander Workforce Plan \(2018-2021\)](#) Waranara Djurali: To seek and grow.

The Aboriginal and Torres Strait Islander Workforce Plan 2018–2021 is an integral step in Macquarie University's commitment to Aboriginal and Torres Strait Islander communities. The Aboriginal and Torres Strait Islander Workforce Plan 2018–2021 aims to build, foster, and enhance a sustainable cohort of Indigenous academics, researchers, professional staff and senior staff at Macquarie University through a multifaceted approach. To achieve the objectives and targets stated in this plan investment was undertaken in resources and strategies to attract, retain and develop Indigenous talent. The five priority areas for Aboriginal and Torres Strait Islander workforce development, as outlined in the plan include:

- **1 Workplace environment and wellbeing:** Creating a culturally safe and inclusive working environment for Aboriginal and Torres Strait Islander people, including demonstrating respect for and celebrating the cultural contributions that Aboriginal and Torres Strait Islander staff bring to our University.
- **2 Attraction and recruitment:** Building meaningful and sustainable employment opportunities for Aboriginal and Torres Strait Islander people across our University, including academic, research, professional and senior positions.
- **3 Retention and progression:** Building on the skills of Aboriginal and Torres Strait Islander staff and providing opportunities for career advancement to foster longevity and positive futures for our current and future Aboriginal and Torres Strait Islander staff.
- **4 Leadership and Aboriginal and Torres Strait Islander voices:** Providing enhanced and targeted opportunities for Aboriginal and Torres Strait Islander leadership across the University and raising the profile and structures for an Aboriginal and Torres Strait Islander influence in decision-making processes.
- **5 Governance, systems, and structures:** Improving systems to support the career goals and aspirations of our current and future Aboriginal and Torres Strait Islander staff, including governance structures for a sustainable approach to workforce growth.

Macquarie University Aboriginal Workforce Officer works closely with a designated committee with the university's Human Resources department on the implementation of the plan as well as constructing a new and update Indigenous Workforce Plan.

2022 saw an increase in Indigenous staff at the university with 85 in total compared to 76 in 2021. The improvement of culturally appropriate and consistent recruitment messaging and promotion could be seen as a factor in this increase.

Dr Leanne Holt as Pro Vice-Chancellor, Indigenous Strategy continued to champion a whole-of-University focus to embed Indigenous principles into the University footprint throughout 2022 leading to the development of a framework for a [Whole of University Approach to Indigenous Higher Education](#) focusing on the continuation of strengthening future outcomes.

Table 5.2 Indigenous workforce data (2022 breakdown) ¹³

Level/position	Permanent		Casual/contract/fixed-term	
	Academic	Non-academic	Academic	Non-academic
Executive		1		
HEW 10		2		
HEW 8		3		
HEW 7		5		
HEW 6		9		
HEW 5		4		
HEW 4		2		
HEW 2				
Academic Level A	10			
Academic Level B	2			
Academic Level C	2			
Academic Level D	2			
Academic Level E	2			
Casual Staff			13	28
Total	18	26	13	28

5.3. Indigenous Governance Mechanism

The following Macquarie Indigenous-led committees advise on and guide in embedding Indigenous principles within the University.

Wallumattagal Bunyuwal Aboriginal Advisory Committee

This all-Aboriginal committee comprised of 18 members in 2022, five of whom are from the local Dharug Community. The membership showcases a wealth of cultural and professional experience including Elders, Academic Professors and university professional staff, alumni, current students, industry partners, representatives from Aboriginal Educations Consultative Groups as well as schoolteachers. The committee is central to seeking informed decisions on Indigenous education at the University, providing a two-way dialogue between Aboriginal and Torres Strait Islander communities, organisations, and the University. In 2022, the committee met four times across the calendar year.

Patyegarang Indigenous Strategic Committee

This overarching committee contributes to strategic planning and decision making for Indigenous education and research at the University. Membership includes key Aboriginal and non-Aboriginal stakeholders from across the University. Chaired by the Pro Vice-Chancellor (Indigenous Strategy), this committee gives the Deputy Vice-Chancellor (Academic) and Executive Group ongoing advice on emerging policy and implementation issues related to Indigenous strategy. Due to several factors such as COVID-19 and the restructure of faculties within the University, this key strategic committees did not meet throughout 2022. Instead, Dr Holt worked collaboratively and in partnership with key members of each committee.

Key decision making

Aboriginal and Torres Strait Islander people are involved in key decision making across the University. Examples of Aboriginal representation include:

- University Council
- Academic Senate (3 Aboriginal representatives)
- University Learning and Teaching Committee
- University Academic and Standards Quality Committee
- Human Research Ethics Committee
- Human Resources Workforce Working Group
- Health and Safety Committee (DVCA)
- External Engagement Operations Committee
- Faculty of Human Sciences Equity & Inclusion committee
- Faculty of Arts Learning and Teaching committee
- Faculty of Arts Executive Committee
- Faculty of Arts Research Committee
- Gender Equity Self-Assessment Team
- Converged Services Working Group
- Centre for Ancient History and Environment
- Sports and Recreation Committee

5.3.1. Statement by the Indigenous Governance Mechanism

The Pro Vice-Chancellor, Indigenous Strategy supports the outcomes recorded in the performance and acquittal reports as being correct and consistent with the actions undertaken in 2022 at Macquarie University.

Name: Leanne Holt

Position: Pro Vice-Chancellor, Indigenous Strategy

Contact details: leanne.holt@mq.edu.au

Additional information for completing the template

¹ This information provides for the number of students and cost of the scholarships expended in 2022. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2022 should be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

² This figures provide for the total number of students receiving scholarships and expenditure for those scholarships. For the student count, in cases where a student receives more than one scholarship, the student would only be counted once in the total (consequently the total figure may not be the sum of the preceding columns). For the expenditure, the total should be the total of the preceding expenditure columns.

³ Include payments to all enabling students, including remote and regional students.

⁴ Include payments to all undergraduate students, including remote and regional students.

⁵ Include payments to all postgraduate students, including remote and regional students.

⁶ Total number of unique students supported by tutorial assistance (if students have attended multiple tutorial sessions, still count them as 1 student).

⁷ Record total number of tutorial sessions attended by students (each class a student attends counts as 1, the same student may attend multiple tutorial sessions throughout the year).

⁸ Record only hours of instruction received by the students (do not include staff planning or organising time).

⁹ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

¹⁰ Only record amounts which required payment during the 2022 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year. Note the data in this table is a subset of the scholarship data provided in Table 1.

¹¹ Record all verbal and written scholarship offers for the 2022 calendar year, including those offers that were not accepted by the student. Record the 2022 component of new scholarship offers and the planned 2021 value of previously awarded scholarships (including continuing scholarships).

¹² This data confirms the university's compliance with Section 21(3) of the Guidelines.

¹³ While universities report on the number of Indigenous staff through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce. Record all Indigenous staff employed by the university, including those not working on ISSP-related activities. The numbers recorded here should be a headcount of staff and not the full-time equivalent. Insert additional lines as needed