



SAGE

SCIENCE IN AUSTRALIA
GENDER EQUITY

**Athena SWAN
Institution Application**

SAGE Cygnet Awards



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

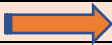
SAGE Cygnet Award Application Form



SAGE
SCIENCE IN AUSTRALIA
GENDER EQUITY

SAGE Cygnet Award Application

| | |
|--------------------------------|--|
| Name of institution | University of Newcastle |
| Date of application | 30 June 2023 |
| Award Level | Cygnet |
| Date joined Athena SWAN | Cohort One – January 2016 |
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| Word Count | 2496 words (not including prelims, tables, headings, and captions) |

| UNIVERSITY OF NEWCASTLE: SAGE CYGNET 3 | | |
|--|---|---|
| BARRIER TYPE | CURRENT CYGNET | BARRIER |
| Mandatory Sub-group barrier | | STEM Pipeline: Difficulty attracting and recruiting female students and academic staff into the College of Engineering, Science and Environment |
| Mandatory Institution-wide barrier | | Career Development Support |
| Institution- wide barrier |  | Indigenous Cultural Competency |
| Institution- wide/Sub-group barrier | | |
| Institution- wide/Sub-group barrier | | |

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ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the traditional custodians of the lands on which our campuses are located:

- The Awabakal and Worimi Peoples at our Newcastle City campus
- The Pambalong Clan of the Awabakal Nation - Newcastle campus at Callaghan
- Darkinung People - Central Coast campus at Ourimbah
- Biripai People - Port Macquarie campus
- Gadigal People of the Eora Nation – Sydney CBD

We also acknowledge and pay respect to the other Aboriginal and Torres Strait Islander nations from which our students, staff and community are drawn.



Artwork: Indigenous Education Strategy (2020)

Artist: Jasmine Craciun (Bachelor of Visual Communication 2018)

Alumna Jasmine Miikika Craciun is a proud Barkindji, Malyangapa designer and artist with a passion for telling the stories of, and communicating to, diverse groups of people.

DISCLAIMER

The University of Newcastle acknowledges that Aboriginal and Torres Strait Islander Peoples are two distinct racial groups within the term “Indigenous Australians”. For the purposes of this document, “Aboriginal and Torres Strait Islander” or “Indigenous” person means any person who is of Aboriginal and/or Torres Strait Islander descent who is recognised and accepted as such by other Aboriginal or Torres Strait Islander Peoples and who identifies as an Aboriginal and/or Torres Strait Islander. This document includes the use of the term ‘non-Indigenous’ to refer to Australians who do not identify as Aboriginal and/or Torres Strait Islander people.

LIST OF ABBREVIATIONS & ACRONYMS

| | |
|------------------|--|
| ASIABA | Athena Swan Institution Application Bronze Award |
| ASBA | Athena Swan Bronze Award |
| ASBAP | Athena Swan Bronze Action Plan |
| ASWP | Athena Swan Working Party |
| ATSI | Aboriginal and Torres Strait Islander |
| BATSIER | Board of Aboriginal and Torres Strait Islander Education |
| CHSF | College of Human and Social Futures |
| GRO | Graduate Research Office |
| HDR | Higher Degree Research |
| HRS | Human Resources Services |
| ICIP | Indigenous Procurement and Aboriginal and Torres Strait Islander Cultural and Intellectual Property Protocol |
| IEP | Indigenous Employment Partner |
| INCA | Indigenous New Career Academic |
| ISN | Indigenous Staff Network |
| LIRWP | Leading Indigenous Research Working Party |
| OISL | Office of Indigenous Strategy and Leadership |
| PVCISL | Pro Vice Chancellor, Indigenous Strategy and Leadership |
| RAP | Reconciliation Action Plan |
| SAGE | Science Australia Gender Equity |
| SPP | Strategy, Planning, and Performance |
| STEMM | Science, Technology, Engineering, Mathematics and Medicine |
| Wollotuka | The Wollotuka Institute |

KEY BARRIER

The University of Newcastle identified Indigenous Cultural Competency as our third barrier to address in the pathway to Silver. This key barrier informs the efforts the institution has made to resolve Indigenous representation and participation as an organisation and leader in the community. Specifically, it relates to increasing the sense of cultural safety and belonging among Indigenous staff and students throughout the whole of University environment and build cultural capability in the understanding of Indigenous culture, history, and contemporary issues.

As an institution, we are committed to reconciliation for Aboriginal and Torres Strait Islander Peoples and we see the important role we play as educators and an employer. The University is working to ensure opportunities for Indigenous Australians are applied to a whole of life approach, whereby the institution closes the gap in disadvantage and provides the best possible outcomes for all students, staff, and the wider community.

Our Athena SWAN Bronze Institutional Application for Bronze Award identified this systemic, structural, and cultural barrier as impacting on the recruitment, promotion, retention, and contribution of Indigenous Australians in STEMM (ASIABA, section 8). When Science in Australia Gender Equity (SAGE) announced that it was extending Silver Awards beyond STEMM “to address holistic, large-scale and priority strategic actions”, the University’s Athena SWAN Working Party (ASWP) revisited the data from Bronze and identified the institution-wide barrier, as evidenced by Indigenous staff data indicating lower numbers in non-STEMM fields (Table 1).

Table 45: STEMM and non-STEMM number and percent of Indigenous staff, 2015 – 2017

| Number of staff identifying as Indigenous | | 2015 | | 2016 | | 2017 | |
|---|----------------|------|-------|------|-------|------|-------|
| | | No. | % | No. | % | No. | % |
| Non-STEMM | Indigenous | 5 | 1.2% | 5 | 1.2% | 5 | 1.1% |
| | Not Indigenous | 421 | 98.8% | 421 | 98.8% | 456 | 98.9% |
| STEMM | Indigenous | 18 | 1.3% | 20 | 1.4% | 17 | 1.2% |
| | Not Indigenous | 1365 | 98.7% | 1429 | 98.6% | 1437 | 98.8% |

Table 1: Data from The University of Newcastle’s ASIAB

The University’s objective has been to reduce the impact of this barrier through the following interventions:

- Improving the cultural capability of our staff and students;
- Increasing participation of Indigenous students and staff in all areas of the University;
- Providing placements to Indigenous students via Cadetships to enhance employability;
- Supporting young Indigenous Australians in completing PhDs;
- Expanding the number of Indigenous staff through targeted recruitment;
- Providing cultural competency training to ensure Indigenous students and staff do not experience racism or discrimination enhancing access to research support and mentoring for Indigenous staff;
- Ensuring policies meet the needs identified by Indigenous Australians;
- Updating the Indigenous Employment Strategy to include a focus on intersectional issues.

EVIDENCE OF BARRIER

On the pathway to Silver, we undertook quantitative and qualitative evaluations to understand the impact of the Cultural Competency Barrier. Data sources included records of workforce, recruitment, enrolment, retention, leadership meetings and presentations, interviews and testimonials of key informants, survey data, and workshop feedback.

Findings from these evaluations indicated an institutional need to focus on providing an inclusive, supportive, and safe environment for Indigenous staff, students, and the community. Significant advancements needed to be made to address the following sub-barriers impacting Indigenous students and staff representation and participation:

- Low enrolment rate of Indigenous students.
- Lack of an Indigenous recruitment strategy to address low numbers of Indigenous applicants for non-identified roles.
- Lack of strategy to increase the number of Indigenous staff resulting in intersectionality concerns.
- Low completion rates for cultural competency training for non-Indigenous staff resulting in a lack of understanding of cultural and intersectionality issues for Indigenous staff, students, and families.
- Lack of engagement between the Research and Innovation Division and Indigenous academics and researchers on key research programs resulting in underrepresentation of Indigenous academics.
- Lack of senior Indigenous leadership to guide the Institution to improve the representation of Indigenous staff and students.

Quantitative evidence of these sub-barriers at the time of ASIAB included:

- Indigenous student enrolments 3.7% of the total cohort in 2017
- No Indigenous appointments to non-identified roles as of March 2018
- Staff identifying as Indigenous 1.1-1.2%, well below population parity (3.1%) in 2017
- 57 female members of staff identifying as Indigenous in 2017
- Cultural competency training for non-Indigenous staff was 0% at March 2018
- No Indigenous staff participating in Research Advantage programs as of March 2018
- No Indigenous member of the University Executive as of March 2018

ACTIVITIES AND OUTPUTS

To reduce and/or eliminate the sub-barriers, the University has been working since ASBA to ensure opportunities for Indigenous students and staff are applied to a whole of life approach whereby the institution closes the gap in disadvantage and provides the best possible outcomes for all students, staff, and the wider community.

Our objective was to reduce the impact of this barrier through the following ASBAP initiatives:

| Program | Targeted cohorts | Justification | Success Measure | ASBAP Action # |
|--|--------------------------------------|---|--|----------------|
| Indigenous Cadetships | Undergraduate Students | Cadets form part of the pipeline supporting retention into future roles | Recruitment of six female cadets | 9.1 |
| Targeted Recruitment into non-Identified roles | Academic and Professional Staff | Greater numbers required to meet target of 3.9% (aspiration to move above population parity) | Six additional staff appointed through targeted recruitment | 9.2 |
| Indigenous New Career Academics | PhD students and Level A-B academics | Students are supported to do PhD and are retained in UoN workforce | Three across the University | 9.3 |
| Cultural Competency Training | All Staff | Supervisors require understanding of cultural and intersectionality issues for Indigenous staff and obligations to family and community | New Cultural Training program delivered and available through the teaching and development calendar on a monthly basis | 9.4 |
| Research Support and Mentoring | Academic Staff | Improve utilisation of research support programs by Indigenous staff | Working party established and 10% uptake of research support | 9.5 |
| Indigenous Employment Strategy | Staff and Students | Focus on increasing number of Indigenous staff in STEMM and to address gender impacts | Plan updated with strategies to address intersectional issues | 9.6 |

Table 2: Actions from the Athena SWAN Bronze Action Plan

Indigenous Cadetships (ASBAP Action #9.1):

The University established an Indigenous Cadetship Program to assist Indigenous students with paid work experience that is relevant to their studies and career aspirations (Fig. 1 and Table 3). Indigenous cadets work for approximately 420 hours casually over a two-year period area, moving through four rotations during the cadetship program to provide a range of experiences and guide their workplace goals by providing exposure to various employment options throughout the duration of their cadetship. The Cadetship program not only provides students with critical work experience, but also builds a pipeline of Indigenous students to move into staff roles across the University. While there was no prioritisation of female cadets, applicants have been almost exclusively women. This indicates greater need from the cohort facing intersectional challenges and reflects similar findings from our second Cygnet focused on career development for women. **Table 3 demonstrates that the Success Measure for Action 9.1 from ASBAP has been exceeded.**

OUR INDIGENOUS CADETSHIP PROGRAM

We are proud of our Indigenous Cadets, who we have placed in employment related to their undergraduate studies as a Work Integrated Learning experience with 12 weeks equivalent guaranteed income per year. Additional financial support is provided via Tailored Assistance Employment Grants under the Australian Government's Indigenous Advancement Strategy. Cadetships enable Aboriginal and Torres Strait Islander students to gain the professional qualifications and experience needed for a range of jobs within our University as well as in the private, public and community sectors and assists them to move into employment on completion of their studies.

To date, our Cadets have primarily been with the Faculty of Business and Law and Student Central. Our vision is to grow our Indigenous Cadetship program to cover all Faculties and Divisions across our University, and provide employment pathways within our University for our Cadets at the completion of their studies.

Figure 1: page 10 of Maligagu ATSI Employment Strategy and Action Plan (aligning ASBAP Actions #9.1 and #9.6)

| Year | Female | Male | Grand Total |
|--------------------|-----------|----------|-------------|
| 2018 | 8 | 0 | 8 |
| 2019 | 7 | 0 | 7 |
| 2020 | 4 | 0 | 4 |
| 2021 | 2 | 0 | 2 |
| 2022 | 2 | 0 | 2 |
| 2023 | 5 | 4 | 9 |
| Grand Total | 28 | 4 | 32 |

Table 3: Number of Indigenous Cadets by year and split by gender (Source: HRS)



Figure 2: Chief Justice the hon Tom Bathurst, Taylah Gray (previous Indigenous Cadet and now School of Law Alum) and Professor Tania Sourdin (Feb 2021)

Targeted Recruitment (ASBAP Action #9.2):

To assist with meeting the University’s 3.9% Indigenous staff target, a successful application was made to the Anti-Discrimination Board of NSW in 2019 to enable targeted Indigenous recruitment. This targeting initiative assists with building the necessary pipeline of Indigenous staff in a range of areas and levels and is distinct from Identified roles where being Indigenous is an occupational requirement. The University’s Indigenous Employment Officer worked with portfolios to identify suitable roles for targeting and the University’s Recruitment Request form was amended to include a prompt to hiring managers to consider an Indigenous targeted approach. **To date, targeted recruitment has led to the appointment of 15 staff members (8 females) which demonstrates that the Success Measure for Action 9.2 from ASBAP has been exceeded.**

Indigenous New Career Academics (ASBAP Action #9.3):

In 2020 the University established the **Indigenous Priority Scheme** scholarships for Indigenous HDR students. These scholarships are part of the University’s commitment to recruiting and funding Indigenous HDR candidates as a priority cohort. Scholarships consist of a 4-year stipend of \$32,000 per annum, up to 4-years Tuition Fees, and a relocation allowance of up to \$1500.

To date, the **Indigenous Priority Scheme** scholarships have **supported nine students (six females)** building the pipeline for INCAs.

To support the progression and retention of HDR students, in 2020 the University established The **Indigenous HDR Network**, coordinated through a partnership between the University’s Graduate Research Office and the Wollotuka Institute (the University’s support centre for Indigenous students). The network provides a culturally safe and supportive space to share HDR experiences and opportunities for academic skill development focused on: Indigenous research methodologies, effective community engagement with research, critical reading skills, and academic writing skills.

Outcomes from the program include increased engagement between Indigenous HDR students and greater awareness of the support available. An indicator of program success, although preliminary, is the increase in both enrolment and completion rates for Indigenous HDR students since the program began (Table 4).

| Indigenous HDR Network Participation | Female students | Male students | Completions* by Female students | Completions* by Male students |
|--------------------------------------|-----------------|---------------|---------------------------------|-------------------------------|
| First cohort (2020) | 21 | 16 | 8 | 4 |
| Current cohort (2023) | 30 | 15 | | |

Table 4: Indigenous HDR Network Program Enrolments and Completions

*Completions are timely at 3.5 years, so the first cohort is on track (Source: GRO)

Indigenous New Career Academics are either supported to pursue PhDs while in academic positions or appointed into academic positions following the successful completion of their PhDs at the University of Newcastle. **Table 5 demonstrates that the Success Measure for Action 9.3 from ASBAP has been exceeded.**

| INCAs since 2018 | Male | Female | Total |
|--|------|--------|-------|
| Indigenous staff supported to do PhDs while in position as part of the workforce | 4 | 6 | 10 |
| Indigenous staff appointed into academic positions following successful completions of their PhDs at UoN | 1 | | 0 |

Table 5: Indigenous New Career Academics since 2018

Cultural Competency Training (ASBAP Action #9.4):

Prior to 2020, cultural competency training was delivered on request with low engagement. Cultural competency was not viewed as an institution-wide priority which led to a lack of understanding of cultural and intersectionality concerns for Indigenous staff, students, and families. **The Cultural Capability Framework** was introduced in 2020 by the Office of Indigenous Strategy and Leadership (OISL) with the aim of increasing the sense of cultural safety and belonging amongst Indigenous students and staff and building the cultural capability of students and staff to understand Indigenous cultures, history, and contemporary issues. The Cultural Capability Framework sits within the Indigenous Education and Research Framework and aligns with the University of Newcastle Reconciliation Action Plan and Student Success Strategy.

The Framework is supported by Cultural Capability training which includes:

- 3 x 20-minute online modules
- 1 x 3-hour face to face session with a facilitator in strategic groups
- ½-day or full-day on-country experience options

The goal is for 100% of staff to complete all of the above sections of the Cultural Capability training program by 2025. In 2020, 0% had completed any training.

| Year | % staff completion |
|------|--------------------|
| 2020 | 0% |
| 2021 | 18% |
| 2022 | 59% |
| 2023 | 69% |

Table 6: Cultural Capability Completion rates (Source: OISL)

Table 6 above shows the increased proportion of staff who have completed all Cultural Capability training modules in the past three years. **The Success Measure for Action 9.4 from ASBAP has been met, and outcomes have far exceeded expectations.**

As of March 2023, 649 staff had responded to the ongoing feedback survey (qualitative data provided below, under ‘Impact’), rating both the workshop delivery and content at an average of 4.9 on a 5-star scale. Nearly all of survey respondents agreed/strongly agreed that they had learned something new in the training (99%) and they would recommend the training to someone else (98%).

Research Support and Mentoring (ASBAP Action #9.5):

In 2021 the **Indigenous Education and Research Framework** (Fig. 3) was launched coinciding with the national ‘Close the Gap Day’. The Framework is interconnected with a number of University strategies and plans, its Aboriginal and Torres Strait Islander community,

the higher education sector, and the broader community and focuses on four pillars: Cultural Knowledge and Understanding; Participation and Retention; Research to Influence Change; Engagement and Community Collaboration for Reconciliation.



Figure 3 ATSI Education and Research Framework launched in 2021

In 2022, the **Leading Indigenous Research Working Party (LIRWP)** was formed with membership of senior leaders from the OISL, Wollotuka Institute, Human Resources Services, Research and Innovation Division and the Board of Aboriginal and Torres Strait Islander Education (BATSIER). The group meets quarterly and has set a firm agenda for setting a strategic approach to Indigenous research activities, with the following achievements:

| Activity | Achievement(s) |
|--|---|
| Definitions of ‘Indigenous Research’ and ‘Indigenous Researcher’ | Reviewed to ensure accountability and clarity |
| Funding bodies lobbied | Improved processes and transparency |
| University’s Human Research Ethics Training | Reviewed to ensure Aboriginal perspectives are embedded in every stage of the research ethics process |
| Research processes aligned with the Aboriginal and/or Torres Strait Islander | Establishing Status within the University Policy |
| Indigenous Employment Partner appointed | Led the review and adjustment of recruitment practices for Indigenous academics and conjoint appointments with the aim of increasing the number of these appointments |
| Key position of Director of Indigenous Research | In active recruitment |
| Cultural Leadership Program for Indigenous leaders | Offering development to Indigenous staff who have leadership aspirations |
| University's Indigenous Cultural and Intellectual Property (ICIP) Protocol and Community Guide | Launched |

Table 7: Activities and Achievements of the Leading Indigenous Research Working Party from 2022


The establishment of the LIRWP is a **Success Measure for Action 9.5 from ASBAP that has been met**. The success measure of an increase in Indigenous participation in Research Advantage programs, however, has not yet been met and will be a focus of **Further Actions** (see below, Table 21).

Indigenous Employment Strategy (ASBAP Action #9.6):

By 2018, only eight Indigenous staff had been appointed to non-identified roles across the institution. In response to those low numbers of Indigenous staff in non-Identified roles and, to increase the number of Indigenous staff more broadly, the University created a new position focused on recruitment and support for Indigenous staff—the **Indigenous Employment Partner (IEP)**. An appointment was made in September 2018, with the IEP guiding renewal of the University’s Indigenous Employment Strategy.

In 2019, the University established the role of **Pro Vice-Chancellor Indigenous Strategy and Leadership** as part of its continued commitment to improving participation and retention of Indigenous staff and students. The senior leadership role oversees a whole-of-University approach to Indigenous success by embedding Indigenous knowledges and perspectives into core curriculum, leading initiatives to build the cultural awareness of University staff through cultural capability training programs, as well as increasing the University’s reconciliation activities.

Following the appointment of the PVC-ISL, the **Office of Indigenous Strategy and Leadership (OISL)** was established in 2019 to provide leadership for the implementation of a comprehensive, institution-wide Indigenous program of work incorporating the Indigenous Education and Research Framework, Indigenous Employment Strategy, Student Success Strategy and the Cultural Capability Framework (Fig. 4).



Our team >

Formed in October 2019 under the strategic appointment of Nathan Towney, OISL is located within the portfolio of the Vice-Chancellor's Division and works closely with the Wollotuka Institute to provide a culturally safe environment in which Indigenous staff, students, researchers, and community are welcomed and supported.

Fig. 4 Office of Indigenous Strategy and Leadership formed in 2019

In 2020, the **Maligagu Aboriginal and Torres Strait Islander Employment Strategy and Action Plan 2020 – 2025** was launched (Fig. 5), which outlined four institution wide priorities: Attraction and Recruitment; Environment and Retention; Development and Advancement Governance and Leadership (Table 8). The strategy was updated to include alignment with the gender and STEMM objectives of the ASBAP (Figs. 6 and 7) and **achieving the Success Measure of Action #9.6**.

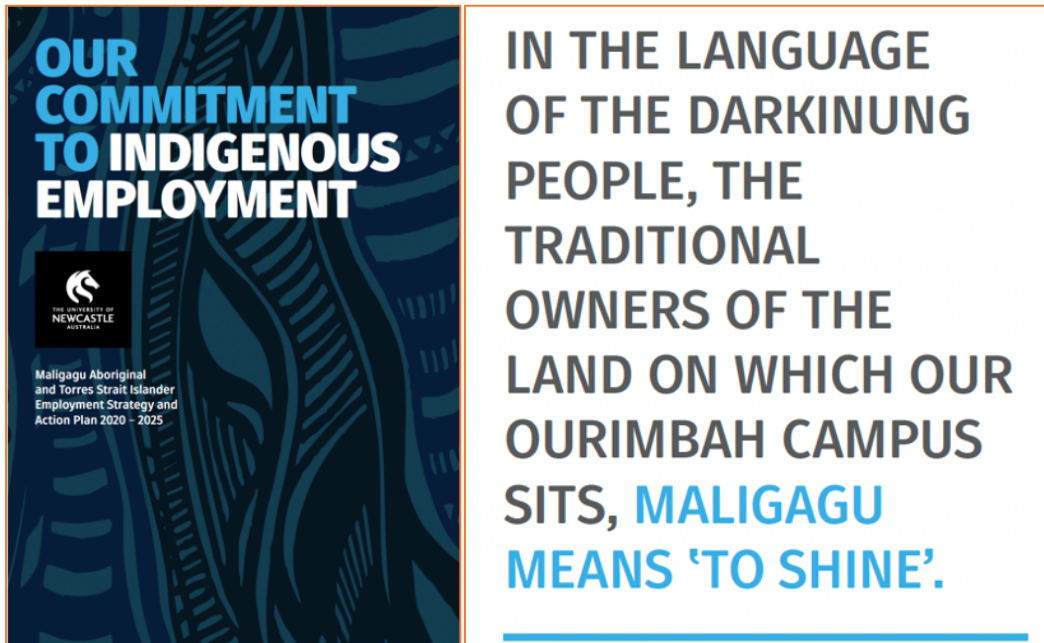


Figure 5: Maligagu ATSI Employment Strategy and Action Plan launched in 2020

| PRIORITY | |
|---|--|
| Priority 1 - Attraction and Recruitment | The University strives to be an employer of choice for Aboriginal and Torres Strait Islander Peoples based on a reputation for excellence in Aboriginal and Torres Strait Islander Education, Research, Student Success and Indigenous Employment. |
| Priority 2 - Environment and Retention | The University aims to provide an inclusive and rewarding place to work that is a culturally safe environment. |
| Priority 3 - Development and Advancement | The University will support and develop Aboriginal and Torres Strait Islander staff to achieve personal and professional career aspirations, leadership opportunities, and excellence. |
| Priority 4 - Governance and Leadership | The University will ensure that relevant policies, processes, and governance structures are in place to support our <u>University's</u> leadership in Aboriginal and Torres Strait Islander Employment. |

Table 8: Maligagu ATSI Employment Strategy and Action Plan



Figure 6: page 11 of Maligagu ATSI Employment Strategy and Action Plan with updated strategy to reflect intersectionality of support for Indigenous women (ASBAP Action #9.6)

PRIORITY 1 ATTRACTION AND RECRUITMENT

Our University strives to be an employer of choice for Aboriginal and Torres Strait Islander Peoples based on a reputation for excellence in Aboriginal and Torres Strait Islander Education, Research, Student Success and Indigenous Employment.

| ACTION | DESCRIPTION OF ACTION | TIMEFRAME FOR DELIVERY | RESPONSIBILITY | MEASURE OF SUCCESS / KPI |
|--------|--|--|--|--|
| 1.1 | Identify Faculty and Division specific KPI's and attraction/recruitment and retention strategies to increase senior appointments (Academic Level C, Professional HEW 6 +). | Commence January 2020 and then ongoing | Indigenous Employment Partner Faculty Pro Vice-Chancellors and Division Leaders and their Executive Teams HR Business Partners | Faculty and Division specific KPI's in place |
| 1.2 | Establish at least 1 targeted entry-level position (HEW 3 or 4 Professional or Level A or B Academic ('New Career Academic')) in each Faculty and Division as a dedicated 'Indigenous Employment Pathway', with a clear career development plan for each role. | By end 2020 | Faculty Pro Vice-Chancellor or Division Leaders and their Executive Team | One targeted entry level position established within staff profile for each Faculty / Division and filled with development plan in place |
| 1.3 | Each STEMM Faculty to employ at least 1 New Career Academic and 2 Indigenous Cadets (this aligns with our Athena SWAN Action Plan). | By end 2020 | Faculty Pro Vice-Chancellor and Executive Team in each STEMM Faculty | One New Career Academic and 2 Indigenous Cadets employed in each STEMM Faculty |
| 1.4 | Increase Indigenous Cadet Levels within each Faculty and Division – ideally aligned with Cadets' Programs of Study providing paid Work Integrated Learning experiences and purposed to translate into future permanent employment. | By end 2020 | Faculty Pro Vice-Chancellor or Division Leaders and their Executive Team | (X number or %) of additional Cadets within each Faculty and Division by end 2020 (as per KPIs determined for each Faculty/Division) |

5
PRIORITY 1 - ATTRACTION AND RECRUITMENT

Figure 7: Page 5 of Maligagu ATSI Employment Strategy and Action Plan with updated strategy reflecting intersectionality and alignment with Athena Swan (ASBAP Action #9.6)

As part of the Maligagu Action Plan, an **Indigenous Employee Network** was established to support the employment objectives of the four priorities and meets five to six times per year:

| Meeting | 2020 | 2021 | 2022 | 2023 |
|---------|------|------|------|------|
| 1 | 18 | 42 | 40 | 49 |
| 2 | 22 | 40 | 45 | 45 |
| 3 | 24 | 38 | 41 | |
| 4 | 20 | 36 | 37 | |
| 5 | 38 | 47 | 39 | |
| 6 | N/A | N/A | 55 | |

Table 9: Indigenous Employee Network meeting participation rates (Source: OISL)

Table 10 below demonstrates the growth in employment of Indigenous staff between 2018 and 2023. While there was a drop for academic staff in 2021 and professional staff in 2022, the current totals evidence an upward trajectory from 2018, with an improvement on that baseline number maintained.

| Employees (Headcount) | | | Year | | | | | | |
|------------------------------|-----------------------|---------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Indigenous Status | Job Type | Level | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | |
| Indigenous | Academic | Level A | 7 | 7 | 8 | 6 | 7 | 10 | |
| | | Level B | 11 | 13 | 17 | 15 | 16 | 12 | |
| | | Level C | 5 | 6 | 4 | 4 | 5 | 4 | |
| | | Level D | 4 | 3 | 3 | 2 | 3 | 5 | |
| | | Level E | 1 | 1 | 2 | 4 | 5 | 5 | |
| | Academic Total | | | 28 | 30 | 34 | 31 | 36 | 36 |
| | Professional | Trainee | | | 1 | | | | 1 |
| | | HEW 02 | | 2 | 1 | | 1 | | |
| | | HEW 03 | | 1 | 4 | 4 | 3 | | |
| | | HEW 04 | | 12 | 8 | 6 | 7 | 8 | 5 |
| | | HEW 05 | | 11 | 14 | 19 | 15 | 13 | 8 |
| | | HEW 06 | | 13 | 15 | 17 | 21 | 18 | 20 |
| | | HEW 07 | | 10 | 7 | 10 | 12 | 15 | 17 |
| | | HEW 08 | | 3 | 3 | 4 | 7 | 6 | 9 |
| | | HEW 09 | | | 1 | 1 | 1 | 1 | 2 |
| HEW 10 | | | 1 | 1 | 1 | 1 | | | |
| Professional Total | | | 53 | 55 | 62 | 68 | 61 | 62 | |
| Indigenous Total | | | 81 | 85 | 96 | 99 | 97 | 98 | |
| Indigenous % of Total | | | 2.6% | 2.6% | 2.8% | 3.0% | 3.1% | 3.0% | |
| Non Indigenous | Academic | Level A | 228 | 257 | 263 | 286 | 301 | 321 | |
| | | Level B | 373 | 391 | 409 | 386 | 387 | 383 | |
| | | Level C | 282 | 275 | 269 | 255 | 233 | 229 | |
| | | Level D | 160 | 172 | 177 | 177 | 153 | 145 | |
| | | Level E | 203 | 208 | 208 | 193 | 176 | 179 | |
| | Academic Total | | | 1246 | 1303 | 1326 | 1297 | 1250 | 1257 |
| | Professional | HEW 01 | | 4 | | | | | |
| | | HEW 02 | | 66 | 69 | 68 | 40 | 58 | 62 |
| | | HEW 03 | | 98 | 96 | 83 | 57 | 47 | 39 |
| | | HEW 04 | | 208 | 223 | 215 | 218 | 190 | 217 |
| | | HEW 05 | | 408 | 410 | 442 | 421 | 384 | 399 |
| | | HEW 06 | | 338 | 367 | 387 | 373 | 411 | 429 |
| | | HEW 07 | | 330 | 356 | 355 | 341 | 349 | 366 |
| | | HEW 08 | | 220 | 231 | 240 | 225 | 208 | 219 |
| | | HEW 09 | | 91 | 104 | 97 | 100 | 92 | 102 |
| HEW 10 | | | 72 | 73 | 74 | 82 | 73 | 81 | |
| Professional Total | | | 1835 | 1929 | 1961 | 1857 | 1812 | 1914 | |
| Non Indigenous Total | | | 3081 | 3232 | 3287 | 3154 | 3062 | 3171 | |
| Total | | | 3162 | 3317 | 3383 | 3253 | 3159 | 3269 | |

Table 10: Staff by Indigenous Status (Source: HRS and SPP)

The gender split of the data in Table 11 confirms that **both male and female Indigenous staff numbers increased** between 2018 and 2023 (see below, Table 11).

| Employees | | Year | | | | | |
|-----------------------------|--------|-------------|-------------|-------------|-------------|-------------|-------------|
| Indigenous Status | Gender | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| Indigenous | Female | 56 | 56 | 61 | 65 | 65 | 63 |
| | Male | 25 | 29 | 35 | 34 | 32 | 34 |
| | X | | | | | | 1 |
| Indigenous Total | | 81 | 85 | 96 | 99 | 97 | 98 |
| Non-Indigenous | Female | 1889 | 2028 | 2079 | 2016 | 1992 | 2061 |
| | Male | 1191 | 1202 | 1206 | 1137 | 1070 | 1109 |
| | X | 1 | 2 | 2 | 1 | | 1 |
| Non-Indigenous Total | | 3081 | 3232 | 3287 | 3154 | 3062 | 3171 |
| Total | | 3162 | 3317 | 3383 | 3253 | 3159 | 3269 |

Table 11: Staff by Indigenous Status and gender (Source: HRS and SPP)

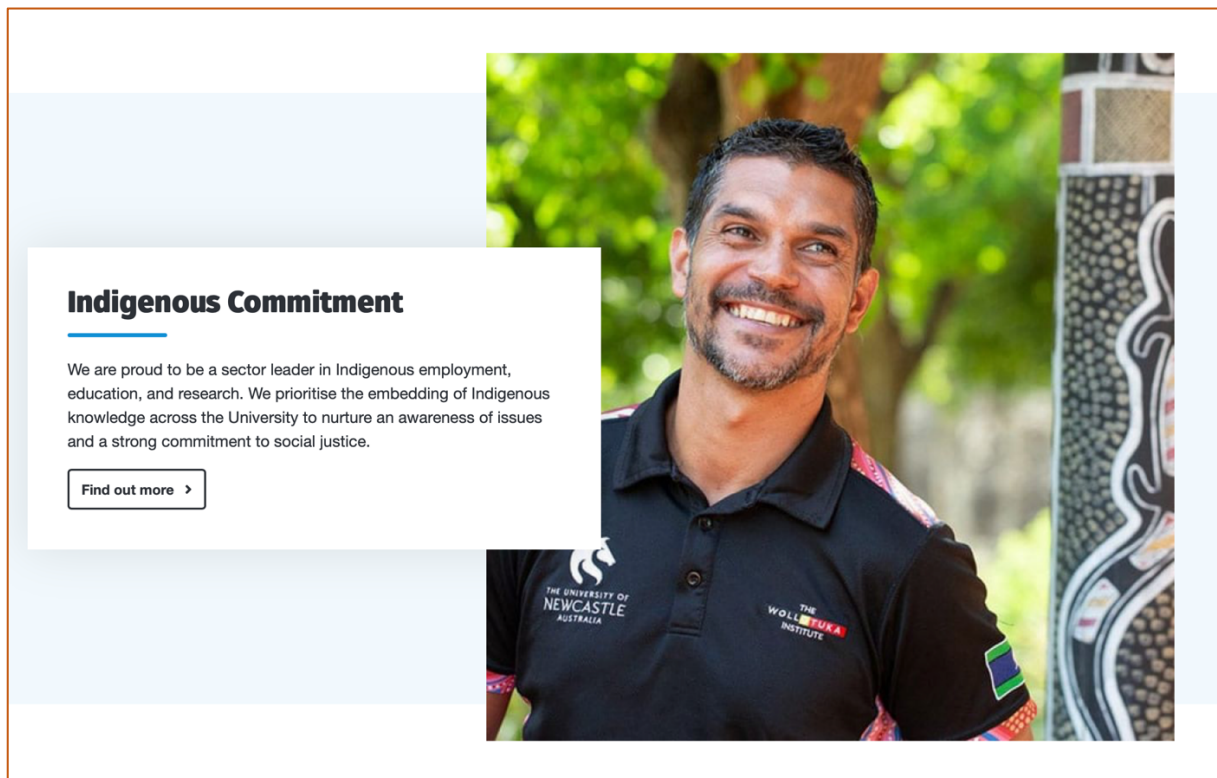


Figure 8. Visibility of our Indigenous Commitment on the University's jobs webpages (Source: <https://www.newcastle.edu.au/our-uni/jobs>)

Outcomes

Between 2018 and 2023, the University has tracked the initiatives in relation to lowering the identified sub-barriers, aligned to the Actions outlined under the Indigenous Theme of the ASBAP. Quantitative evidence of the outcomes is below provided in Tables 12-19 in relation to the success measures outlined in ASABP.

An increase in Indigenous student enrolments (contributing ASBAP Actions 9.1, 9.4, 9.5):

| Indigenous Status | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|--------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Indigenous | 1106 | 1162 | 1220 | 1353 | 1464 | 1421 | 1319 |
| Indigenous % | 3.7% | 3.9% | 4.0% | 4.1% | 4.3% | 4.5% | 4.8% |
| No Information | | 4 | | | | | |
| Non-Indigenous | 28840 | 28768 | 29310 | 31381 | 32385 | 30059 | 26414 |
| Total Domestic | 29946 | 29934 | 30530 | 32734 | 33849 | 31480 | 27733 |

Table 12 Indigenous Student enrolments (UG, PG, and HDR)
(Source: University's SPP Program Enrolments and Performance data)

This same data set was analysed by gender split which revealed a **34% increase in female Indigenous student enrolments** between 2017 and 2022:

| Indigenous Status | Gender | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|-----------------------------|---------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Indigenous | Female | 692 | 731 | 789 | 890 | 964 | 928 | 912 |
| | Male | 414 | 431 | 430 | 459 | 497 | 489 | 405 |
| | Non-binary | | | 1 | 4 | 3 | 4 | 2 |
| Indigenous Total | | 1106 | 1162 | 1220 | 1353 | 1464 | 1421 | 1319 |
| Non-Indigenous | Female | 16355 | 16400 | 16958 | 18487 | 19321 | 17867 | 15977 |
| | Male | 12470 | 12351 | 12330 | 12860 | 13018 | 12125 | 10366 |
| | Non-binary | 15 | 17 | 22 | 34 | 46 | 67 | 71 |
| Non-Indigenous Total | | 28840 | 28768 | 29310 | 31381 | 32385 | 30059 | 26414 |
| No Information Total | | | 4 | | | | | |
| Total Domestic | | 29946 | 29934 | 30530 | 32734 | 33849 | 31480 | 27733 |

Table 13: Indigenous Student enrolments (UG, PG, and HDR) split by gender
(Source: University's SPP Program Enrolments and Performance data)

An increase in Indigenous appointments for non-identified roles (contributing ASBAP actions: 9.2, 9.3, 9.4, 9.6):

| Position Status | Gender | 2018-2023 |
|-------------------------|---------------|------------------|
| Non-Identified Role | Female | 8 |
| Non-Identified Role | Male | 7 |
| Indigenous Total | | 15 |

Table 14: Indigenous appointments of staff into non-identified roles

An increase in the number of Indigenous staff by 17 members, at 3% of total staffing in 2023 and thereby approaching, but not yet achieving population parity (contributing ASBAP actions: 9.1, 9.2, 9.3, 9.4, 9.6):

| Indigenous Status | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Indigenous | 81 | 85 | 96 | 99 | 97 | 98 |
| % Indigenous | 2.56% | 2.56% | 2.84% | 3.04% | 3.07% | 3.00% |
| Non-Indigenous | 3081 | 3232 | 3287 | 3154 | 3062 | 3171 |
| Total | 3162 | 3317 | 3383 | 3253 | 3159 | 3269 |

Table 15: Number of Staff by Indigenous Status (Source: HRS)

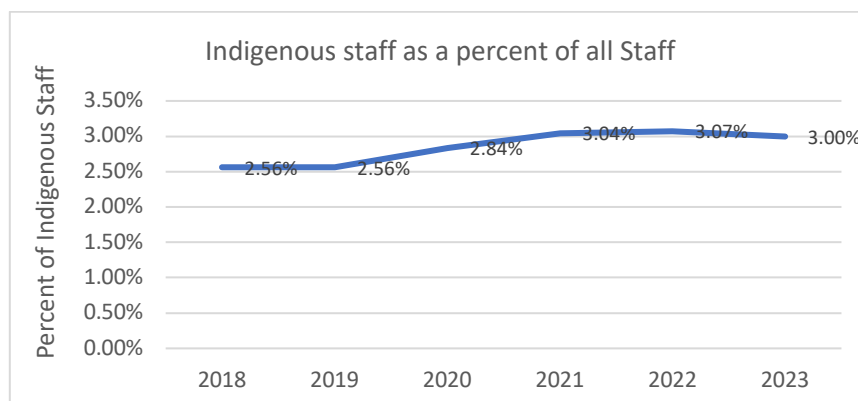


Figure 9: Percent Indigenous staff

Within these numbers, analysis confirmed an increase in the number of female and non-binary staff who identify as Indigenous by 8 members (contributing ASBAP actions: 9.1, 9.2, 9.3, 9.4, 9.6):

| Indigenous Status | Gender | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|-------------------------|--------|-----------|-----------|-----------|-----------|-----------|-----------|
| Indigenous | Female | 56 | 56 | 61 | 65 | 65 | 63 |
| | Male | 25 | 29 | 35 | 34 | 32 | 34 |
| | N | | | | | | 1 |
| Indigenous Total | | 81 | 85 | 96 | 99 | 97 | 98 |

Table 16: Number of Indigenous Staff by Gender 2018 – 2023 (Source: HRS)

In 2020, the University has set a KPI for all fixed-term and ongoing staff to complete cultural training by the end of 2025. This has led to a significant increase in the number of **Non-Indigenous staff members completing Cultural Competency Training** (contributing ASBAP actions: 9.4; Table 17). This training package is accredited by CIFAL aligning with the United Nations Sustainable Development Goals. The Cultural Capability Framework and training package has been used as a best practice case study in the Universities Australia Indigenous Strategy 2022-2025.

| Indigenous Status | Number of Completions |
|----------------------|-----------------------|
| Non-Indigenous staff | 2407 staff members |
| Indigenous staff | 61 staff members |

Table 17: Number of Staff Completing Cultural Competency Training 2020 – 2023 (Source: OISL)

The success measure of an increase in the **percentage of Indigenous staff participating in Research Support and Mentoring programs** (contributing ASBAP actions: 9.5) was not met, and this is **being addressed through Further Actions** (see below).

In 2019 the University made the successful appointment of the PVC-ISL, **bringing an Indigenous leader into the University Executive** (contributing ASBAP actions: 9.2, 9.6):

| Year | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|------------|------|------|------|------|------|------|
| Male | 9 | 13 | 9 | 9 | 10 | 11 |
| Female | 2 | 7 | 5 | 8 | 7 | 6 |
| Indigenous | 0 | 0 | 1 | 1 | 1 | 1 |

Table 18: University Executive Membership 2018-2023 (Source: Annual Reports)

In addition, the University **improved its shared governance with Indigenous staff, students and community partners** through a series of plans and frameworks launched between 2018 and 2023. These include:

| Key Strategy/Frameworks | Date |
|----------------------------------|------|
| Indigenous Employment Strategy | 2018 |
| Cultural Capability Framework | 2020 |
| Education and Research Framework | 2021 |
| Reconciliation Action Plan | 2022 |
| Procurement Strategy | 2023 |
| ICIP Protocol | 2023 |

Table 19: University Executive Membership 2018-2023

Stretch Reconciliation Action Plan (RAP) 2022-2025

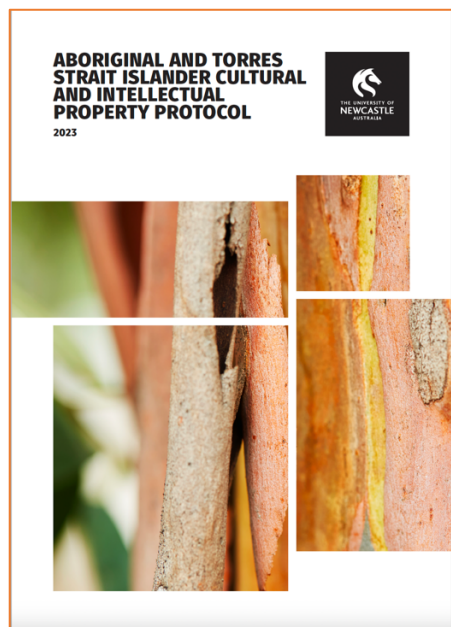
The University formally launched the Stretch RAP in July 2022 and the Governance structure for the RAP requires reporting to Executive Committee and Council quarterly each year. The RAP contains 120 separate actions which are directly aligned to Reconciliation Australia’s pillars of Relationships, Respect and Opportunities. Responsibility for each action has been allocated to relevant members of the Executive Committee.



As an Indigenous staff member involved with the Reconciliation Action Plan (RAP) Working Group, it was really humbling that so many non-Indigenous staff volunteered to be members and actively contributed to the discussions that helped frame the University’s RAP...The RAP is a whole of University commitment at every level. Every person is responsible and their actions are accountable. – staff member (testimonial)

Indigenous Cultural and Intellectual Property (ICIP) protocol

The ICIP protocol and accompanying community guide were developed in consultation with Terri Janke and Company Lawyers were and officially launched in March 2023.



“In terms of an institution-wide approach to Indigenous Cultural and Intellectual Property (ICIP), the University of Newcastle is a sector leader.”

- Indigenous lawyer and international ICIP expert
Dr Terri Janke

Impact

The University has been tracking the lived experience of participants in ASBAP initiatives through the analysis of qualitative data acquired from surveys, testimonials, and interviews. Analysis of this data reveals that the programs identified in the ASBAP have assisted and supported students throughout their educational journey and facilitated growth in “*cultural identity and self-esteem*”. For Staff, such programs have provided an institutional environment that is working to “*preserve cultural identity*” and contributed towards staff members feeling culturally safe. Table 20 provides Staff and Student testimonials exemplifying the positive impact of these programs.

| PROGRAM | Testimonial |
|--|--|
| Indigenous Cadetships ASBAP Action #9.1 | Tahleigha Compton Alumni and former Indigenous Cadet: <i>Without the support of Wollotuka I don't know how I would have been able to get through my degree. I am grateful for their support along with the many opportunities I was presented with. I was fortunate enough to be employed as an Indigenous Cadet which allowed me to gain relevant work experience for my degree. After graduating, I became a member of the Student Advancement Team at Wollotuka. As I have been through the student process at our University and experienced Wollotuka support first hand, it's been the best feeling to be able to support other students who are facing similar challenges at university.</i> |
| Targeted Recruitment ASBAP Action #9.2 | Staff member: <i>I've always worked in identified positions mostly, the majority of my career. I was looking for a position that wasn't within an Indigenous center, but was spread throughout the university. That was important to me to open my own mind and to stop this exclusion as you call it. When the position</i> |

| | |
|---|--|
| | <i>says it's identified, then I feel there's a strong want for an identified person... it means that they acknowledge a gap in student learning. By bringing in Indigenous knowledge and so forth, there's that commitment by that particular discipline or school. You recognize that's probably... more culturally safe than an unidentified position.</i> |
| Indigenous New Career Academics ASBAP Action #9.3 Note: These testimonials relate to the Indigenous Staff Network | Staff member: <i>...these [networking] sessions are highly valued and offer a space to feel seen, heard and connected to mob and culture in our workplace. It also helps to introduce new-starters to existing staff, and opens an avenue to build relationships across units and divisions of the University, support development and succession, and even informal mentorship. This network also offers opportunity for Indigenous staff to connect with community through inclusion of community members and locations on the agenda. This connection to community is an integral part of our relationship to our culture and country, and for staff who are far from or off their own home country in Newcastle, this opportunity for connection helps us preserve our cultural identity.</i> Staff member: <i>...staff have the opportunity to meet and network regularly, forging stronger connections and strengthening relationships.</i> |
| Cultural Capability Training ASBAP Action #9.4 Note: Please see the related deep dive into themes identified in the qualitative survey data post Cultural Capability Training (see below, Table 21) | Staff member: <i>The greater understanding of our history and culture helps to foster a culturally safe place to work and study. It is an important step in truth telling...It helps to foster reconciliation and build respectful relationships between Indigenous and non-Indigenous staff.</i> Staff member: <i>I speak from personal experience; when I say the development and implementation of the Cultural Capability Framework as a path to enhance the understanding and equity of all who participate is, in some instances, life changing.</i> |
| Research Support and Mentoring ASBAP Action #9.5 | Staff Member and Worimi woman: <i>As a member of the Aboriginal Health Research Community Panel I believe that our Aboriginal perception of knowledge and the world view will enhance and have a positive impact on the way research is undertaken in Newcastle</i> |
| Indigenous Employment Strategy ASBAP Action #9.6 | Indigenous Staff Member: <i>“As a member of the Indigenous Employment Committee and collaborating on methods and strategies to attract and retain Aboriginal and Torres Strait Islander staff at all levels and capabilities within the University's Colleges and Divisions. Policy and Strategies continue to see remarkable successes. There have been many successful strategies from the committee and (OLIS). For example, starting the Indigenous Employment network, where staff have the opportunity to meet and network regularly, forging stronger connections and strengthening relationships.</i> |

Table 20 Staff and Student testimonials from programs supporting the ASBAP.

A profound impact has been observed across the University, resulting from the cultural capability training. Thematic analysis of staff responses from the qualitative component of the feedback survey (Table 21) showed many positive impacts including that the training had initiated desire for continued learning, increased cultural understanding and awareness (e.g., an “eye opening” and “thought provoking” experience), sparked action in professional or personal life, provided a safe space, and reinforced a supportive University context.

| STAFF FEEDBACK FROM CULTURAL CAPABILITY SURVEY | |
|--|---|
| Impact of Training (themed) | Example excerpts |
| Overall impact | <p>Non-Indigenous Staff Member: <i>The content is emotionally moving, engaging, has impact and I believe is delivered in a way (in terms of both content and the workshop delivery) that goes beyond 'tick a box' cultural awareness training, and actually builds cultural knowledge and responsibility in our staff. I am thankful for the cultural capability training in all of its stages and the priority that the University has placed on it.</i></p> <p>Non-Indigenous Staff Member: <i>Being an Indigenous woman and new to the University this training was a really comforting experience. I feel very lucky to be in a workplace where there is such a strong cultural presence.</i></p> <p>Non-Indigenous Staff Member: <i>The training was so great and so valuable - I got so much out of it and feel very ashamed I was not aware of a lot of the history and treatment in the past. Really was something I gained so much out of in that short time. I am so happy to see this being high on the agenda for the University of Newcastle...</i></p> |
| Initiated desire for continued learning | <p>Non-Indigenous Staff Member: <i>Learnt so much and it has definitely opened my eyes to wanting to learn more about Indigenous culture and traditions.</i></p> <p>Non-Indigenous Staff Member: <i>I am very interested in learning more, absorbing more and being part of the saying 'Thank you' steps in future.</i></p> <p>Non-Indigenous Staff Member: <i>I really valued the workshop and am committed to doing more to educate myself and learn, so I can be an effective ally.</i></p> <p>Non-Indigenous Staff Member: <i>I am very interested in learning more, absorbing more and being part of the saying 'Thank you' steps in future.</i></p> |
| Increased understanding and awareness | <p>Non-Indigenous Staff Member: <i>I have walked away with so much more appreciation and respect for the Aboriginal people and culture.</i></p> <p>Non-Indigenous Staff Member: <i>The training was so great and so valuable- I got so much out of it and feel very ashamed I was not aware of a lot of the history and treatment in the past. Really was something I gained so much out of in that short time.</i></p> <p>Non-Indigenous Staff Member: <i>I learned a lot and really appreciate the opportunity to challenge my ignorance and grow my understanding about Aboriginal and Torres Strait Islander people, culture and history.</i></p> |
| Sparked action in personal or professional life | <p>Non-Indigenous Staff Member: <i>This has spurred many conversations I'm now having with older generations in my family.</i></p> <p>Non-Indigenous Staff Member: <i>...it has prompted me to include one [acknowledgement of country] in my wedding ceremony coming up in October this year.</i></p> <p>Non-Indigenous Staff Member: <i>...something I have taken on board and started to talk more with amongst my family and peers.</i></p> <p>Non-Indigenous Staff Member: <i>It has flipped a switch so that now when putting together course content I ask myself how I can integrate knowledge from Aboriginal Australian and Torres Strait Islander wisdom into lectures.</i></p> <p>Non-Indigenous Staff Member: <i>I teach accounting and want to increase the number of indigenous accountants in Australia.</i></p> |

| | |
|---|---|
| | <p>Non-Indigenous Staff Member: <i>I would love to embed more indigenous content and activities in my teaching...</i></p> |
| Provided a safe space | <p>Non-Indigenous Staff Member: <i>It was inclusive and I felt a strong sense of being welcomed into the future of reconciliation, which is important to me because I really want a better representation of Aboriginal culture and people in this country. I want to be part of the solution and the respect for our traditional owners in this country.</i></p> <p>Non-Indigenous Staff Member: <i>...the space was safe enough for others in the workshop to discuss some quite personal and difficult issues. This made for a more impactful experience.</i></p> <p>Non-Indigenous Staff Member: <i>...candid and thought-provoking discussions which made me, as a non-Indigenous person, feel comfortable and eager to learn more.</i></p> <p>Non-Indigenous Staff Member: <i>...left me feeling like I was in a safe place having important discussions about facts from the past and how to move forward and heal.</i></p> <p>Non-Indigenous Staff Member: <i>They also helped build an environment in which we could all feel safe to discuss the content respectfully and without judgement.</i></p> |
| Reinforced a supportive University context | <p>Non-Indigenous Staff Member: <i>I have also really enjoyed the way the day has stimulated conversation around the office.</i></p> <p>Indigenous Staff Member: <i>Being an Indigenous woman and new to the University this training was a really comforting experience. I feel very lucky to be in a workplace where there is such a strong cultural presence.</i></p> <p>Non-Indigenous Staff Member: <i>...this helped me to have a deeper understanding of the importance of the various processes we have in place at work in regard to proper acknowledgement of aboriginal people and culture. I talked to so many people at the uni and outside about how great a workshop it was.</i></p> <p>Non-Indigenous Staff Member: <i>I am so happy to see this being high on the agenda for the University of Newcastle...</i></p> <p>Non-Indigenous Staff Member: <i>I believe is delivered in a way (in terms of both content and the workshop delivery) that goes beyond 'tick a box' cultural awareness training, and actually builds cultural knowledge and responsibility in our staff. I am thankful for the cultural capability training in all of its stages and the priority that the University has placed on it.</i></p> |

Table 21: Qualitative survey data from Cultural Capability Training

Further Actions

| Ref | Rationale/Evidence | Actions | Timeframe | Responsibility | Desired Outcomes/Targets |
|-----|---|--|-----------------------|---|--|
| 1 | To increase staff participation rates and reach population parity, Indigenous HDR students are supported to do PhDs and are retained in University of Newcastle's workforce | Co-create a new Level A/PhD scheme based on our learnings from INCA program. | 2024-2029 | Wollotuka OISL Research & Innovation Division | Achieve population parity (and beyond) with Indigenous academic staff numbers |
| 2 | Lack of quantitative data available for tracking participation in Research Advantage programs | Track Indigenous participation in Research Advantage programs | Immediate and ongoing | PVCRI Research & Innovation Division SPP | Dashboard for collecting and tracking Research Advantage program participation rates |
| 3 | Lack of Indigenous participation in key Research Advantage programs | Create identified places for Indigenous participants | 2024-2026 | PVCRI Research & Innovation Division PVCISL | One successful applicant per College into Research Advantage programs |
| 4 | Lack of Indigenous Research Lead to support PVC-ISL | Appointment of Indigenous Research Lead | July/August 2023 | OISL | Indigenous Research Lead appointed |
| 5 | Keep RAP actions on track for achieving success | Continue to monitor RAP actions and report to EC and Council | Quarterly | OISL | RAP actions achieved by 2025 |
| 6 | Limited awareness of ICP protocols | Design and implement training on the use of the ICP protocols | September 2023 | OISL PVCRI | Training in place and available for to staff, students, and community partners |
| 7 | Lack of resources that Colleges can access to support Indigenousisation of Curriculum | Create and finalise resource platform with Library for access by Colleges | 2024-2025 | OISL Library | Resource platform built and available for use through Library |
| 8 | Need for consultative structure for Colleges to access advice from local Indigenous people | Pilot consultative structure with CHSF to access advice from local Indigenous people | 2024-2025 | OISL CHSF | Consultative structure for CHSF piloted and review |

Table 21: Further Actions