

OUR COMMITMENT TO INDIGENOUS EMPLOYMENT



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

**Malgagu Aboriginal
and Torres Strait Islander
Employment Strategy and
Action Plan 2020 – 2025**

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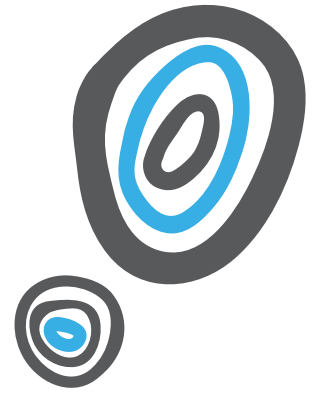
12 GLOSSARY

Acknowledgement of Country

We acknowledge the traditional Aboriginal owners 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.



IN THE LANGUAGE OF THE DARKINUNG PEOPLE, THE TRADITIONAL OWNERS OF THE LAND ON WHICH OUR OURIMBAH CAMPUS SITS, **MALIGAGU MEANS 'TO SHINE'.**

The University of Newcastle is built on the foundations of fairness, social justice, respect and equal opportunity. We are committed to reconciliation for Aboriginal and Torres Strait Islander Peoples and we see the important role we play as an employer and educator.

Our Maligagu Aboriginal and Torres Strait Islander Employment Strategy and Action Plan 2020-2025 reflects this commitment and is our blueprint to achieving our target of 3.9% Indigenous representation by the end of 2020, with a view to moving well beyond 'parity' (1,2) in to the future. We want a diverse and inclusive workforce that represents our students and community.

This Strategy and Action Plan strives to facilitate this with a focus on attracting Indigenous applicants for academic and professional roles at all levels across our University and developing an Indigenous 'talent pool' of potential staff within our region. We will also focus on creating a workplace that respects our Indigenous Peoples, providing an inclusive, supportive and safe environment to support job satisfaction, career development and staff retention at our University.

Our University will continue to lead by providing increased opportunities for Indigenous Australians to strive for a bright future. Our ultimate goal is to be recognised not only as an employer of choice for Aboriginal and Torres Strait Islander Peoples, but also as an influential role model that paves the way for other organisations to do the same.

Professor Alex Zelinsky AO
Vice-Chancellor and President
The University of Newcastle

(1). Reference for definition of 'parity': National Indigenous Higher Education Workforce Strategy 2011. See reference list at end of document for full citation. (2) Reference for definition of 'parity': Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander Peoples – Final Report 2012 (p.10). See reference list at end of document.

Note: The University 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. The Maligagu Aboriginal and Torres Strait Islander Employment Strategy and Action Plan will be referred to by the Acronym MATSIES throughout this document.



The University of Newcastle has a proud history in Indigenous education, with a strong commitment to high participation of Aboriginal and Torres Strait Islander students, staff members and community. The employment of Aboriginal and Torres Strait Islander Peoples is critical to achieving these commitments of:

- increasing the participation and retention of Aboriginal and Torres Strait Islander students and staff
- educating all stakeholders about Aboriginal and Torres Strait Islander histories and cultures
- empowering Aboriginal and Torres Strait Islander families and communities
- providing a culturally safe place for Aboriginal and Torres Strait Islander Peoples to study and work.

Our Maligagu Aboriginal and Torres Strait Islander Employment Strategy is a continuation of this commitment and a demonstration of the whole of University approach to Indigenous education and employment. It ensures that our University's goals are aligned with those of Universities Australia's Indigenous Strategy 2017-2020 and that our University will remain a leader of, and champion for, Indigenous Advancement.

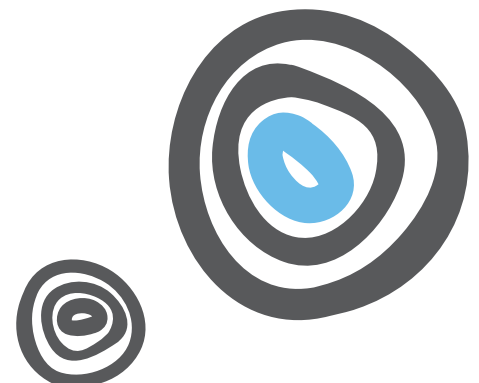
Nathan Towney
Pro Vice-Chancellor - Indigenous Strategy and Leadership
Office of Indigenous Strategy and Leadership
Vice-Chancellor's Division

OUR PLAN

Our University's plan for achieving excellence and equity in relation to Indigenous Employment involves setting targets across four key priority areas with Key Performance Indicators (KPIs) in place for each Faculty and Division.

Central to our plan is the establishment of an Indigenous Employment Pathway in each Faculty and Division dedicating a targeted entry-level role within their staff profile. This is designed to bring Indigenous staff into our University and develop the skills and knowledge necessary to build a successful University career, with the position re-filled when the incumbent moves on to other University roles. Our plan relies on the attraction, recruitment, development, and retention of Indigenous staff across the range of Academic and Professional staff levels at the University to not only increase our Indigenous staff levels, but also develop our Indigenous staff as leaders and experts in their fields.

Leadership commitment at every level of our University, paired with dedicated roles such as Assistant Deans, Equity, Diversity and Inclusion (EDI) and Divisional EDI Champions will drive progress towards our targets through implementation of employment initiatives at the Faculty and Division level. Achievement of the targets will occur via the Action Items outlined in the following Action Plan, with clear accountabilities and timeframes in place for each action item.



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 STEM 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 STEM Faculty	One New Career Academic and 2 Indigenous Cadets employed in each STEM 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)
1.5	Engage with Alumni as well as graduating Indigenous students to encourage opportunities to return to the University and pursue a rewarding career as staff.	Commence January 2020 and ongoing	Office of Alumni and Philanthropy The Wollotuka Institute Indigenous Employment Partner	Demonstrated return of Alumni and graduates to the University as staff
1.6	Network with local Aboriginal and Torres Strait Islander communities and undertake outreach activities in Schools and other settings to increase visibility and accessibility of employment opportunities at the University of Newcastle.	Commence January 2020 and ongoing	Indigenous Employment Partner Pro Vice-Chancellor Indigenous Strategy and Leadership EDI Team	Networks established and functional with positive feedback from community members
1.7	Update relevant University systems and website pages to appeal to Indigenous applicants and encourage them to register their interest with resources and tools available to assist applications.	Commence January 2020 and ongoing	Indigenous Employment Partner HRS Recruitment Team EDI Team	Systems and website updated Increasing numbers of applicants registered Positive feedback from applicants

PRIORITY 2 ENVIRONMENT AND RETENTION



Our University provides an inclusive and rewarding place to work that is a culturally safe environment.

ACTION	DESCRIPTION OF ACTION	TIMEFRAME FOR DELIVERY	RESPONSIBILITY	MEASURE OF SUCCESS / KPI
2.1	Embed 'Welcome to Wollotuka' into inductions for all new Staff at the University, as an introduction to a broader Indigenous Cultural Inclusion Training Program.	Ongoing	New staff member and Supervisor for their induction The Wollotuka Institute	All new staff attend 'Welcome to Wollotuka' within six months of commencing employment
2.2	Deliver Indigenous Cultural Inclusion Training broadly to professional and academic staff at the University and to targeted areas as required.	Commence July 2020 and ongoing	Office of the PVC Indigenous Strategy and Leadership	100% of all Executive and Senior Leaders, Division, Unit and Faculty Heads, Head of Schools and Directors trained by September 2020 All University Supervisors trained by end of 2020 (X number or %) of staff within each Faculty and Division trained by end 2020 (as per KPIs set for each Faculty/Division)
2.3	Provide guidance regarding Indigenous Staff development and support directly to all Supervisors of current Indigenous staff and prior to induction of commencing Indigenous staff.	Commence January 2020 and ongoing	Indigenous Employment Partner	Guidance delivered to all Supervisors of current Indigenous staff by end 2020. All Supervisors of commencing staff meet with IEP prior to induction of new Indigenous staff
2.4	Ensure that Indigenous staff are well-informed regarding access and availability to additional support, mentoring and guidance.	Commence January 2020 and ongoing	Indigenous Employment Partner EDI Team HR Business Partners Faculty A/D's EDI Division EDI Champions	Support roles are defined and Indigenous staff are informed
2.5	Provide networking for Indigenous staff by conducting yarning circles (cultural gatherings) to encourage sharing of experiences, ideas, and mentorship that empowers staff to meet their professional aspirations.	Commence in January 2020 following 'launch' of the MATSIES	Indigenous Employment Partner EDI Team	Indigenous staff network and yarning circles established
2.6	Ensure that Indigenous staff and their supervisors are aware of the Indigenous Leave provisions in the Staff Enterprise Agreements, and identify and recognise workload implications to accommodate Indigenous staff adhering to community and cultural protocols and responsibilities.	Ongoing	Indigenous Employment Partner EDI Team HR Business Partner and Client Services	Staff and Supervisor awareness embedded across the organisation

PRIORITY 3

DEVELOPMENT AND ADVANCEMENT

Our University will support and develop Aboriginal and Torres Strait Islander staff to achieve personal and professional career aspirations, leadership opportunities, and excellence.

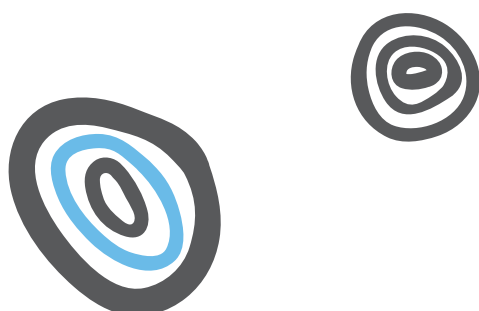
ACTION	DESCRIPTION OF ACTION	TIMEFRAME FOR DELIVERY	RESPONSIBILITY	MEASURE OF SUCCESS / KPI
3.1	Conduct career planning discussions at least quarterly aligned with the Performance Review and Development (PRD) process.	Ongoing	Supervisors of Indigenous staff members	100% of Indigenous Staff engaged in PRD process with positive feedback regarding quality of PRD
3.2	Embed Mentors (in addition to work area Supervisor and PRD Supervisor) for new Indigenous staff to assist in 'settling in' to work at the University of Newcastle and for ongoing career development and workplace support. The Mentor network would also allow for mentoring opportunities outside of the staff member's own Faculty or Division.	Commence January 2020 and then ongoing	Staff self-nominate to be mentors via Yarning Circle participation with Indigenous Employment Partner	Mentor network in place and positive feedback from new Indigenous staff members
3.3	Ensure new and existing Indigenous staff are aware of key personnel who can provide additional career and workplace advice, support and mentoring guidance (such as IEP, HR BPs, EDI Team, Faculty A/D EDI, Division EDI Champion).	January 2020 and ongoing	Indigenous Employment Partner HR Business Partners EDI Team	All Indigenous Staff are aware of key personnel who can support and assist them
3.4	Facilitate opportunities for Indigenous staff to expand their career potential at the University of Newcastle (allowing growth and development beyond 'entry-level' roles) by providing: <ul style="list-style-type: none"> • Secondment to higher-level roles • Indigenous fellowships and scholarships with adequate time release to enable success • Leadership opportunities for Indigenous staff to develop their leadership potential, including mentoring activities, recruitment and selection involvement, and participation on committees. 	Commence January 2020 and ongoing	Indigenous Employment Partner Faculty Pro Vice-Chancellors, Division Leaders and their Executive Teams HR Business Partners	One secondment opportunity identified and in place in each Faculty and Division by end 2020 (X Number) of scholarships or fellowships established by (Date) (as per KPIs set for each Faculty/Division) Demonstrated (X number or %) of staff within each Faculty and Division occupying 'higher than entry level role' progressively reported annually
3.5	Develop ways to celebrate and reward Aboriginal and Torres Strait Islander success in demonstrating excellence and innovation, and leadership, including a specific Equity Excellence Award category for Indigenous Staff Excellence.	End of 2019 and ongoing	Indigenous Employment Partner EDI Team	Equity Excellence Award Category was established in 2019
3.6	Develop an Indigenous Leadership and Career Development program for Indigenous staff who aspire to leadership roles (similar to NSW Public sector program).	Commence in 2020	Indigenous Employment Partner HRS Workforce Strategy and Transformation Team	Program developed with active participants Assessment of positive 'impact' of program

PRIORITY 4 GOVERNANCE AND LEADERSHIP



Our University will ensure that relevant policies, processes, and governance structures are in place to support our University’s leadership in Aboriginal and Torres Strait Islander Employment.

ACTION	DESCRIPTION OF ACTION	TIMEFRAME FOR DELIVERY	RESPONSIBILITY	MEASURE OF SUCCESS / KPI
4.1	Embed MATSIES KPI’s and intended outcomes in Institutional Enterprise Agreements and Institutional Strategic Plan.	Enterprise Agreements – complete New Strategic Plan due 2020	Director People and Workforce Strategy Vice-Chancellor and University Executive including Pro Vice-Chancellor Indigenous Strategy and Leadership	KPI’s and intended outcomes embedded in key University documentation
4.2	Establish Faculty Assistant Deans, Equity Diversity and Inclusion (EDI), Division EDI Champions, and EDI Committees with Indigenous Employment as part of their remit and focus. These roles can also provide additional support, mentoring and guidance for Indigenous staff.	Faculty Assistant Deans, Division EDI Champions and Faculty EDI Committees in place with work continuing in 2020	Faculty Pro Vice-Chancellors, Division Leaders Faculty Assistant Deans (EDI), Division EDI Champions	An EDI Champion is in place for each Division (Faculty Assistant Deans EDI are already established). Indigenous Employment is a standing item at Faculty EDI Committee and Faculty Executive Committee Meetings
4.3	Ensure HR recruitment, performance and development processes are culturally appropriate with Indigenous representation on selection panels and Indigenous Cultural Inclusion Training provided to selection committee members when required.	Commence training January 2020 and then ongoing	Office of the PVC Indigenous Strategy and Leadership Indigenous Employment Partner HRS Recruitment Team	Indigenous panel members on selection panels with Indigenous candidates and training for panel members as standard practice
4.4	Ensure that Aboriginal and Torres Strait Islander Employment Committee is functioning to monitor progress against the MATSIES KPI’s and provide a forum to consult with key stakeholders including BATSIER (Board of Aboriginal and Torres Strait Islander Education and Research) and NTEU and CPSU Unions.	Meetings scheduled to occur in 2020 and ongoing	Pro Vice-Chancellor Indigenous Strategy and Leadership Director People and Workforce Strategy Indigenous Employment Partner EDI Team	Committee functioning according to Terms of Reference



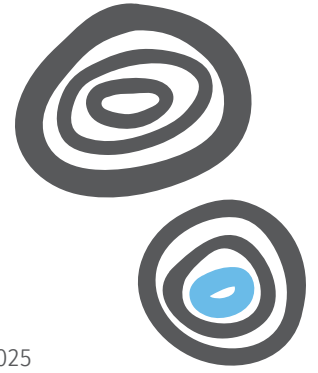
PRIORITY 4

GOVERNANCE AND LEADERSHIP (continued)

ACTION	DESCRIPTION OF ACTION	TIMEFRAME FOR DELIVERY	RESPONSIBILITY	MEASURE OF SUCCESS / KPI
4.5	Collect and evaluate data and evidence regarding Indigenous Employment progress against targets and success or impact of strategies and actions.	Commence January 2020 and then ongoing	Indigenous Employment Partner Pro Vice-Chancellor Indigenous Strategy and Leadership Recruitment Team HR Information Systems EDI Team	Data collection and evaluation effectively occurring
4.6	Review of procurement policies and procedures to encourage use of Indigenous providers of goods and services (such as those within the ‘Supply Nation’ network).	Indigenous Procurement Strategy Commenced in 2019	Associate Director Financial Services	Policies and procedures amended with evidence of increased use of Indigenous providers
4.7	Influence external partners (such as contractors that we engage with) to employ Indigenous workers.	Commence January 2020	Director Infrastructure and Facilities Services Indigenous Employment Partner EDI Team	Indigenous employment occurring and increasing in external areas influenced by the University of Newcastle
4.8	Assist Indigenous Entrepreneurs and Start-Up Business Owners to access resources and networking available via the University’s Integrated Innovation Network (I2N).	Commence January 2020	Indigenous Employment Partner Integrated Innovation Network Team	Resources and networking made available and opportunities for support known
4.9	Report progress against KPI’s to Vice-Chancellor and University Executive and BATSIER on a regular basis.	Commence January 2020 and then on a quarterly basis	Pro Vice-Chancellor Indigenous Strategy and Leadership Indigenous Employment Partner EDI Team	Quarterly reporting occurring



INDIGENOUS STAFF SUCCESS AT OUR UNIVERSITY



The University of Newcastle is recognised as a sector leader in Indigenous employment.

Our Maligagu Aboriginal and Torres Strait Islander Employment Strategy and Action Plan 2020-2025 builds on the University of Newcastle's proud history as a workplace provider of choice for Indigenous academic and professional staff.

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.



THE WOLLOTUKA INSTITUTE



In the language of the Awabakal People “Wollotuka” means “eating and meeting place”. The Wollotuka Institute is guided by the teachings of our Nguraki (elders/ cultural mentors) whose wisdoms are respected and honoured.

The majority of Wollotuka’s staff are Indigenous. In addition to conducting research and teaching in to many programs across the University, Wollotuka provides ongoing support services to all Aboriginal and Torres Strait Islander students studying at the University of Newcastle. Wollotuka also contributes to the delivery of the University’s Indigenous Cultural Inclusion Education Program for all staff of the University.

GOMEROI GAAYNGGAL CENTRE

In 2007, the University established the Gomerai Gaaynggal Centre to coordinate and deliver an outstanding research and community engagement program with the Indigenous community in Tamworth.

The Centre provides a safe and culturally appropriate environment for women of all ages to gain a better understanding of artistic and cultural practices, health and education whilst connecting with each other, their culture and their local Indigenous community. The team exemplify the importance of promoting a caring, supportive and culturally safe environment where each team member acts as both a peer and a mentor, and provides evidence-based pathways to health, social and cultural services.

Arts Health staff from the Centre were recognised in 2018 as the overall winners of the Vice-Chancellor’s Award for Professional Excellence and are a shining example of what success looks like for Indigenous staff. In 2019, the Arts Health program transitioned to the Tamworth Local Aboriginal Land Council which offers a great opportunity for community members to have more input and involvement into the programs and build on the work which began at the University of Newcastle.



REFERENCES

1. Indigenous Higher Education Advisory Council (IHEAC) (2011). National Indigenous Higher Education Workforce Strategy. (NIHEWS) Available via: <https://docs.education.gov.au/system/files/doc/other/nihews.pdf>
2. Behrendt, L., Larkin, S., Griew, R. & Kelly, P. (2012). Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People: Final Report. Canberra: Australian Government. Available via: <https://docs.education.gov.au/node/36825>
3. Universities Australia Indigenous Strategy 2017-2020. Available via: https://www.universitiesaustralia.edu.au/policy-submissions/diversity-equity/universities-australias-indigenous-strategy-2017-2020/?_cldee=dWFzdGFmZkBlbml2ZXJzaXRpZXNhZXN0cmFsaWEuZWZWR1LmF1&recipientid=contact-2996029bacd1e8118169e0071b6685b1-51a43849baf44352b96c7e366eb930ed&esid=d8834474-caf9-e911-a813-000d3a799db1
4. Reconciliation Australia – Reconciliation Action Plan. Available via: <https://www.reconciliation.org.au/reconciliation-action-plans/>
5. Supply Nation – Indigenous procurement. Available via: <https://supplynation.org.au/>
6. NSW Public Sector Indigenous Career and Leadership Program. Available via: <https://www.psc.nsw.gov.au/workplace-culture---diversity/equity---diversity/aboriginal-workforce/aboriginal-career-and-leadership-development-program>
7. Indigenous Advancement Strategy: <https://www.indigenous.gov.au/indigenous-advancement-strategy>

GLOSSARY

ACRONYM	FULL NAME
Athena SWAN	Athena Scientific Women's Academic Network
VC, SDVC, DVC, COO (PVC)	Division Leaders: Includes Vice-Chancellor and President, Senior Deputy Vice-Chancellor and President, Deputy Vice-Chancellors, Chief Operating Officer (noting that Pro Vice-Chancellors are Leaders of Faculties)
EDI	Equity Diversity and Inclusion
HEW	Higher Education Worker (Professional Staff Classification level)
HRS, HR	Human Resource Services
KPI	Key Performance Indicator
IEP	Indigenous Employment Partner
MATSIES	Maligagu Aboriginal and Torres Strait Islander Employment Strategy and Action Plan 2019-2021
PRD	Performance Review and Development (Discussions for career development, work goal setting, and performance appraisal)
STEMM	Science, Technology, Engineering, Mathematics, Medicine (refers to Academic disciplines)
BATSIER	Board of Aboriginal and Torres Strait Islander Education and Research
NTEU / CPSU	National Tertiary Education Union and Community and Public Sector Union