



## **Bond University**

### **Indigenous Education and Workforce Strategy**

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

Bond University has a long-standing and deeply embedded commitment to building strong relationships with the Aboriginal and Torres Strait Islander communities, with the primary goal of improving educational opportunities and providing culturally safe and supportive learning environments for our Indigenous students.

Our whole-of-university commitment is overseen by the University's Vice-Chancellor and Senior Executive, and underpinned by formal governance structures and a substantial commitment of University resources. The Bond University Indigenous Consultative Committee (ICC) is an Advisory Committee to the Vice Chancellor and provides cultural advice and guidance on our Indigenous strategy and initiatives within Bond University. Its membership includes a Community Elder, Aboriginal and Torres Strait Islander staff and students, and senior management. Its quorum requires a majority of Indigenous members at each meeting. [Full terms of reference for the ICC](#) are available on the Bond Website.

The ICC has responsibility for informing the development of the Bond Indigenous Education Strategy and Indigenous Workplace Strategy. It also recommends the allocation of resources for dedicated Indigenous programs, including the University Indigenous Scholarship Program and the Indigenous Student Assistance program (ISSP) Grants.

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

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

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



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**Indigenous Education Strategy**

The Bond University Indigenous Education Strategy outlines Bond University’s commitment to providing an inclusive and supportive learning environment for Indigenous students where they can progress and succeed in higher education programs. The strategy aligns with the priorities of the 2023-2027 Bond University Strategic Plan, which include a commitment to providing high-quality education pathways and programs, with integrated and structured offerings, that enable a broader range of students to enter and succeed in our degrees.

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

Accordingly, Bond University will aim to:

- increase the number of Aboriginal and Torres Strait Islander students and graduates;
- embed Indigenous ways of knowing, being and doing in the curriculum, where appropriate; and
- Promote the Indigenous cultural and competency of students and staff.

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

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

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



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**Indigenous Workforce Strategy**

Bond values an inclusive and diverse workforce. The University Indigenous Workforce Strategy aims to create and nurture an informed workplace where Indigenous people and cultures are included, valued and welcomed. The strategy aligns with the priorities of the Bond University Strategic Plan, which recognises the importance of community and belonging as central to the ethos of our institution, and commits to the maintenance and building of an inclusive culture that thrives on the collective efforts of our people.

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

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

The Bond University Indigenous Workforce Strategy supports employees who identify as Aboriginal and/or Torres Strait Islander, and that are accepted by their communities.

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| <b>Goal 1: Create a welcoming and trusted environment for Indigenous Staff which will inspire collaborative relationships across the University</b>  |             |
| <b>Timelines: Short Term &lt; 12 months; Medium Term 1-3 years; Long Term 3-5 years</b>  |             |
| <b>Strategies:</b>   |             |
| 1. Create a vibrant Indigenous staff network   | Short Term  |
| 2. Promote cultural capability and awareness within our staff community  | Short Term  |
| 3. Share the stories of our Indigenous employees   | Medium Term |
| <b>Key Performance Indicators:</b>   |             |
| <ul style="list-style-type: none"> <li>• Support and promote the Bond University Staff Indigenous Network to create opportunities for effective engagement with the broader Indigenous community</li> <li>• Launch the RAP Champions as a broad-based and active supportive working group to help achieve the goals of the Indigenous Workforce Strategy</li> <li>• Increased Indigenous and non-Indigenous staff participation in cultural events and celebrations</li> <li>• Work with local Aboriginal and Torres Strait Islander communities to develop and launch a Bond-specific cultural awareness training program for all Bond staff</li> </ul> |             |

**Goal 2: Increase the number and representation at senior levels of Aboriginal and Torres Strait Islander staff employed at Bond University**

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

**Strategies:**

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|---|-------------|
| 1. Promote professional development opportunities to Indigenous staff   | Short Term  |
| 2. Establish pathways and support for Indigenous scholars to pursue academic careers  | Medium Term |
| 3. Network with other University and Higher Education Indigenous employment coordinators to understand industry best practice | Medium Term |
| 4. Increase representation of Indigenous people within the senior management structure  | Long Term   |

**Key Performance Indicators:**

- Increase the proportion of staff identifying as Aboriginal and/or Torres Strait Islander people
- Increase the representation of Aboriginal and Torres Strait Islanders in leadership and management positions

**Goal 3: Promote the professional development and career advancement of Aboriginal and Torres Strait Islander employees**

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

**Strategies:**

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

**Key Performance Indicators:**

- Advancement of Indigenous staff at all levels at parity with national averages